



AGENDA STATE BOARD OF EDUCATION

September 14, 2009

Arkansas Department of Education

Auditorium, State Education Building

9:00 AM

 Back  Print

Reports

Report-1 Chair's Report

Presenter: Dr. Naccaman Williams

Report-2 Interim Commissioner's Report

Presenter: Dr. Diana Julian

Consent Agenda

C-1 Minutes - August 10, 2009

Presenter: Dr. Charles Watson

C-2 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: Ms. Beverly Williams Ms. Clemetta Hood

C-3 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309.

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 77 school districts covering a total of 184 teaching positions. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.

Presenter: Beverly Williams

C-4 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The September report summarizes the PMT for August.

Presenter: Dr. Charity Smith Willie Morris

C-5 Consideration of the State Instructional Materials Adoption List and Authorization for

Contracts for K-12 Special Education, K-12 Art, K-12 Music, 9-12 Agriculture, 9-12 Career and Technical Education, and 9-12 Family and Consumer Science

To comply with Ark. Code Ann. § 621-402 through 413 (1995) amended by Act 333 of 1997, it is recommended that the State Board of Education adopt the list of textbooks and other instructional materials recommended by the State Special Education, Art, Music, Agriculture, Career and Technical, and Family and Consumer Science Selection Committees. Approval of the recommended State Instructional Materials Adoption List authorizes the Interim Commissioner to execute contracts with publishing companies for the textbooks and instructional materials recommended for state adoption by the selection committees.

Presenter: Dr. Gayle Potter

C-6 2008-2009 Home School Report

This summary report reflects the status of home school student registration for the 2008-2009 school year.

Presenter: Lisa Crook

C-7 Request for Approval of Stipulated Agreement – Linda Buddemeyer

Ms. Buddemeyer was convicted of two felony violations of the Uniform Controlled Substances Act in 1994, both disqualifying offenses pursuant to Ark. Code Ann. § 6-17-410(c)(13). Ms. Buddemeyer's record has been sealed, and she has no other criminal history. Ms. Buddemeyer was given the option to enter into a stipulated agreement with the Department of Education. Pursuant to the agreement, Ms. Buddemeyer's teaching license will be placed on probation for a period of two years. At the conclusion of the probationary period, provided that Ms. Buddemeyer has neither been charged with or convicted of any disqualifying offense under Ark. Code Ann. § 6-17-410 or has been found guilty of a violation of the Code of Ethics for Arkansas Educators, Ms. Buddemeyer will be eligible for full licensure status.

Presenter: Jennifer Flinn

C-8 Consideration of Recommendation of the Professional Licensure Standards Board for One (1) Year Probation of Teaching License, Anger Management Classes/Counseling and Report to State Board of Education on a Quarterly Basis, and a Fine of \$75 on Case 09-050 – Ricky Don Martin

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Ricky Don Martin be issued a one year probation of his teaching license by the Board of Education, attend Anger Management Class/Counseling and be fined \$75 for violation of the Code of Ethics for Arkansas Educators, **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.***

Presenter: Judy Kaye Mason, Chief Investigator for the Professional Licensure Standards Board

C-9 Consideration of Recommendation of the Professional Licensure Standards Board for Three (3) Years Probation of Teaching License; Follow Up on Test Training Procedures, and Fine of Seventy-Five Dollars on Case 09-056 – Judith Miller.

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Judith Miller be issued three (3) years probation of her teaching license; follow-up Test Training Procedures and a fine of \$75 for violation of the Code of Ethics for Arkansas Educators, **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.***

Presenter: Judy Kaye Mason

C-10 Consideration of Recommendation of the Professional Licensure Standards Board for One (1) Year Probation of Teaching License, Anger Management Classes/Counseling, report to State Board of Education on a Quarterly Basis and a Fine of \$75 on Case 09-061 – Tina Blanks.

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Tina Blanks receive three (3) years probation of her teaching license as well as attending Anger Management Classes/Counseling with a report to the State Board of Education on a quarterly basis and a fine of \$75 for violation of the Code of Ethics for Arkansas Educators **Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.***

Presenter: Judy Kaye Mason

C-11 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning on Case 09-062 – Melvin Bowles.

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Melvin Bowles be issued a written warning for violation of the Code of Ethics for Arkansas Educators Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

C-12 Consideration of Recommendation of the Professional Licensure Standards Board for One (1) Year Probation of Teaching License and a Fine of \$50 on Case 09-069 – Corina Bunker

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Cornia Bunker be issued one (1) year probation of her teaching license and a fine of \$75 for violation of the Code of Ethics for Arkansas Educators Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.

Presenter: Judy Kaye Mason

C-13 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case 09-074 – Debra Ewing.

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Debra Ewing be issued a written reprimand and a fine of \$50 for violation of the Code of Ethics for Arkansas Educators Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.

Presenter: Judy Kaye Mason

C-14 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning and Follow-Up Test Training Procedures for Case T09-004 – Jennifer Colvin.

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Jennifer Colvin be issued a written warning and attend Follow-up on Test Training Procedures for violation of the Code of Ethics for Arkansas Educators Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Judy Kaye Mason

C-15 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning and Follow-Up Test Training Procedures for Case T09-020 – Hank Needham

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Hank Needham be issued a written warning and attend follow-up Test Training Procedures for violation of Code of Ethics for Arkansas Educators Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Judy Kaye Mason

C-16 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning for Case T09-026 – Cheryl Green

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Cheryl Green be issued a written warning for violation of Code of Ethics for Arkansas Educators Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Judy Kaye Mason

C-17 **Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning for Case T09-029 – Terri Roberts**

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Terri Roberts be issued a written warning for violation of Code of Ethics for Arkansas Educators Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Judy Kaye Mason

C-18 **Consideration of Recommendation of the Professional Licensure Standards Board for Follow-up Test Training Procedures on Case T09-036 A – Karen Cox**

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Karen Cox receive Follow-up Test Training Procedures for violation of Code of Ethics for Arkansas Educators, Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Judy Kaye Mason

C-19 **Consideration of Recommendation of the Professional Licensure Standards Board for Written Warning and Follow-up on Test Training Procedures on Case T09-045 – Elizabeth Foster**

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Elizabeth Foster receive a written warning and follow-up Test Training Procedures for violation of Code of Ethics for Arkansas Educators Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Judy Kaye Mason

Action Agenda

A-1 **Hearing on Appeal from Recommendation of the Professional Licensure Standards Board for Written Warning in Case #09-019A-Jack Crumbly**

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Jack Crumbly receive a written warning from the State Board of Education for violation of the Code of Ethics for Arkansas Educators, Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain. Senator Crumbly is appealing the Sub-Committee's recommendation to the State Board of Education, and has requested a hearing in front of the State Board of Education.

Presenter: Tripp Walter

A-2 **Consideration for Amendment to Charter of Covenant Keepers College Preparatory Charter School, Little Rock, Arkansas**

CovenantKeepers College Preparatory Charter School is seeking an amendment to their charter so that upper level courses and foreign language can be taken for high school credit starting with the 7th grade.

Presenter: Dr. Mary Ann D. Brown

A-3 **Arkansas Better Chance Funding Recommendations**

Pursuant to the authority granted the State Board of Education, the DHS Division of Child Care and Early Childhood Education requests approval of the attached funding recommendations under the Arkansas Better Chance program for 2009-2010.

Presenter: Jamie Morrison

A-4 **Request for Approval of the 2009 Arkansas English Language Proficiency Curriculum**

Framework Science and Social Studies Connections

It is recommended that the State Board of Education give requisite approval to the 2009 Arkansas English Language Proficiency Curriculum Framework Science and Social Studies Connections. The Arkansas English Language Proficiency Curriculum Framework Science and Social Studies Connections are required as part of Title III of the Federal No Child Left Behind Act and were developed in keeping with standards and procedures used in the development of other content frameworks by Arkansas teachers, administrators, and teacher educators. Twenty-four educators met May 5-8, 2009, to develop student learning expectations related to the academic language of K-8 science, high school biology, high school physical science, and K-8 social studies. The curriculum framework contributors consisted of science, social studies, and English as a second language (ESL) educators from across the state.

Presenter: Dr. Gayle Potter

A-5

Consideration to Extend Public Comment Period: Proposed Revision to the Rules Governing the Calculation of Miscellaneous Funds

A public hearing was held on Friday, August 21, 2009, in the Arkansas Department of Education (ADE) Auditorium. Attending the meeting were representatives from the ADE, Arkansas Public School Resource Center, and the Arkansas Association for Educational Administrators.

Public Comment on Proposed Rules Governing Calculation of Miscellaneous Funds:

Section 3.01 - Since using average daily membership as a base denominator, the terminology for ADM should be defined.

Added definition for ADM as stated in law.

Sections 3.01 and 02; Sections 5.01 and 02 – The description of the five(5) year time period is not consistent between 3.01 and 3.02 nor 5.01 and 5.02.

True. Act 1469 of 2009 changed the five year time period for foundation funding but not for bonded debt assistance. However, ADE's legal department believes ADE can utilize rule-making authority to provide a consistent definition of Miscellaneous Funds. Therefore, the proposed rule has been revised to provide a consistent definition of Miscellaneous Funds.

Section 3.04 - What is the time period of these funds – not stated in this section.

By creating a consistent definition for Miscellaneous Funds this definition in 3.04 is no longer needed.

Section 5.00 - Is the five year period different for bonded debt vs. other miscellaneous funds intentionally?

It was intentionally different in the original proposed rule. After consulting with ADE's legal department a consistent definition and five-year period is being proposed.

Recommendation:

Due to substantive changes, the Arkansas Department of Education recommends that the State Board of Education extend the public comment period an additional 30 days.

Presenter: Bill Goff

A-6

Consideration of Final Approval: Proposed Revisions to the Arkansas Department of Education Rules Governing Reimbursement by School Districts for Election Expenses

A public hearing was held on Friday, August 21, 2009, in the Arkansas Department of Education (ADE) Auditorium. Attending the meeting were representatives from the Arkansas Public School Resource Center and the Arkansas Association for Educational Administrators. There were no verbal comments during the hearing and no written comments were submitted on the revisions to this rule.

Recommendation:

The Arkansas Department of Education recommends that the State Board of Education approve the proposed changes to the Arkansas Department of Education Rules Governing Reimbursement by School Districts for Election Expenses.

Presenter: Bill Goff

A-7

Consideration of Final Approval: Arkansas Department of Education Rules Governing the Regulatory Basis of Accounting

A public hearing was held on Friday, August 21, 2009, in the Arkansas Department of Education (ADE) Auditorium. Attending the meeting were representatives from the ADE, Arkansas Public School Resource Center, and the Arkansas Association for Educational Administrators.

Public Comment on Proposed Rules Governing Regulatory Basis of Accounting:

Section 4.05 - Shouldn't this be more a definition than a working method?

This really does describe a working method more than a definition. This addresses how and when revenues and expenditures are to be reported and goes beyond definitions of specific terms. Definitions added for: accrue, assets, deferred revenue, expenditures, liabilities, revenues, and uniform rate of tax.

Recommendation:

The Arkansas Department of Education recommends that the State Board of Education approve the proposed changes to the Arkansas Department of Education Rules Identifying and Governing the Regulatory Basis of Accounting.

Presenter: Bill Goff

A-8

Consideration of Final Approval: Proposed Revisions of Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program

A public hearing was held on Friday, August 21, 2009, in the Arkansas Department of Education (ADE) Auditorium. Attending the meeting were representatives from the ADE, Arkansas Public School Resource Center, and the Arkansas Association for Educational Administrators.

Public Comment on Rules Identifying and Governing Arkansas Fiscal Assessment and Accountability Program:

Section 3.19 - Clarify whether only state or federal funds can be used.

Modified definitions as follows: "Funds accruing to the teacher salary, operating and debt service funds that can be used only for specific purposes as stated in law or in accordance with a grant award (such as NSLA, ALE, ELL, Professional Development).

Section 4.01.4 - Define exactly what a "capital outlay expenditure" is and what it is not.

Added definition for capital outlay expenditure.

Section 6.01.1 - Cooperative needs to be included, such as "...notice to school districts or cooperatives..."

Section 6.01.2 - Cooperative needs to be added "...identify a school district or cooperative as being in fiscal distress..."

The March 30th date does not apply to cooperatives. Therefore we've included 6.01.3 to address cooperatives.

Section 12.01 and 12.03.1.1 – Define the nonmaterial levels/indicators.

Recommendation:

The Arkansas Department of Education recommends that the State Board of Education approve the proposed changes to the Arkansas Department of Education Rules Identifying and Governing Arkansas Fiscal Assessment and Accountability Program.

Presenter: Bill goff

A-9 Request for Final Approval: Revision of Rules for Gifted and Talented Program Approval Standards

Proposed Rules were approved for public comment on June 8, 2009. A Commissioner's Memo was posted on June 12 and an ad ran in the Arkansas Democrat Gazette on June 12, 13, and 14 announcing the public hearing. The public hearing was held on July 7 in the auditorium of the State Education Building. There were 16 people in attendance but no comments were made. The public comment period began on June 15 and ended on September 3. All comments were collected via email.

Presenter: Amanda Peebles

A-10 Consideration of Proposal for New School Leader Licensure Assessment (SLLA) Test.

The Arkansas Department of Education has been working with Educational Testing Service (ETS) in the development of a new SLLA test for building level administrators. This proposal has been endorsed by the Professional Licensure Standards Board.

Presenter: Beverly Williams

A-11 Consideration for Final Approval: Revised Rules Governing the Waiver of Earnings Limitation Under the Arkansas Teacher Retirement System

Act 743 of 2009 revised the process of obtaining a waiver of earnings limitation under the Arkansas Teacher Retirement System and due to Act 743 the Rules Governing the Waiver of Earnings Limitation Under the Arkansas Teacher Retirement System is being repealed in its entirety. A public hearing was held in the Auditorium of the Arkansas Department of Education on August 20, 2009. No one attended the hearing and there were no comments submitted regarding this rule.

Presenter: Beverly Williams

A-12 Consideration for Final Approval: Rules Governing Addition of Areas of Licensure or Endorsement

The Rules Governing the Addition of Areas of Licensure or Endorsement was approved for public comment on June 8, 2009. A public hearing was held in the Auditorium of the Arkansas Department of Education on July 14, 2009. Seven (7) people attended the public hearing and those comments, as well as, written comments received were taken in to consideration in revision of these rules.

Presenter: Beverly Williams

A-13 Consideration for Final Approval: Rules Governing Initial and Standard Administrator Licensure

Rules Governing Initial and Standard Administrator License was approved for public comment on June 8, 2009. A public hearing was held in the Auditorium of the Arkansas Department of Education on July 14, 2009. There were eight (8) people in attendance at the public hearing and those comments, as well as, written comments received were taken in to consideration when revising these rules.

Presenter: Beverly Williams

A-14 Consideration for Final Approval: Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001

The HQT rules were approved by the ARSBOE to go out for public comment on July 13, 2009. These revisions were required pursuant to a finding by the USDOE in a recent monitoring visit as well as other changes. The public hearing was held on August 25, 2009, with eight (8) person in attendance and the department received four (4) written comments. Just as a reminder to the Board, the Department established a task force in spring 2009 to review these rules and those individuals helped to craft the revisions that went out for public comments. Approximately ten (10) edits were made to the

rules as a result of the public comments.

Presenter: Beverly Williams

A-15 **Consideration for Final Approval: Rules Governing Initial, Standard/Professional and Provisional Teacher License**

The Rules Governing Initial, Standard/Professional and Provisional Teacher License was approved for public comment on June 8, 2009. A public hearing was held in the Auditorium of the Arkansas Department of Education on July 14, 2009, for public comments. No one attended the public hearing and no public comments were received.

Presenter: Beverly Williams

A-16 **Consideration of Final Approval: Rules Governing the Lifetime Teaching License**

The Rules Governing the Lifetime Teaching License was approved for public comment on June 8, 2009. A public hearing was held in the Auditorium of the Arkansas Department of Education on July 14, 2009. No one attended the hearing and no public comments were submitted.

Presenter: Beverly Williams

A-17 **Consideration of Final Approval: Rules Governing Teacher Licensure by Reciprocity**

The Rules Governing Teacher Licensure by Reciprocity were approved for public comment on June 8, 2009. A public hearing was held in the Auditorium of the Arkansas Department of Education on July 14, 2009. No one attended the public hearing but written comments were taken in to consideration in the revision of these rules.

Presenter: Beverly Williams

A-18 **Consideration for Final Approval: Rules Governing Incentives for Teacher Recruitment and Retention in High Priority Districts with an Average Daily Membership of 1,000 or Fewer**

The Rules Governing Incentives for Teacher Recruitment and Retention in High Priority Districts with an Average Daily Membership of 1,000 or Fewer was approved for public comment June 8, 2009. A public hearing was held in the Auditorium of the Arkansas Department of Education on July 9, 2009. No one outside the Department attended the hearing. Comments received were taken in to consideration when revising these rules.

Presenter: Beverly Williams

Minutes
State Board of Education
Monday, August 9, 2009

The State Board of Education met on Monday, August 9, 2009, in the Auditorium of the State Education Building. Dr. Naccaman Williams, chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: Dr. Naccaman Williams, Chairman; Jim Cooper, Vice-Chairman; Sherry Burrow; Brenda Gullett; Sam Ledbetter; Alice Mahony; and Dr. Ben Mays. No Board members were absent. (Note: there are two vacant positions on the Board.)

Chair's Report

Dr. Williams reported attending a Coordinated Health Conference.

Dr. Williams recognized Dr. Joe Thompson, Arkansas Surgeon General, to comment on a proposed grant activity that would involve Dr. Thompson's Office, the Board and the Department of Education in an effort to maintain communication and build partnerships among the agencies related to student health issues. Dr. Thompson noted that the proposed grant, which would provide \$15,000 for enhancing coordinated health, needs further development and conversation. He suggested that a final decision on receiving the funds be tabled until staff members can work with NASBE to clarify expectations of the proposal. Brenda Welburn, Executive Director of NASBE, was in attendance as was asked to comment on the grant and the opportunity to delay consideration on the proposal. Ms. Welburn observed that **NASBAE** supports the collaboration, but stated that with transition of Commissioner and Board Chair, more time to deliberate the opportunities of the grant is not a problem.

Dr. Williams recommended that further discussion of this matter be tabled until the September meeting and that the involved parties should convene and come forward with a recommendation.

Ms. Gullett noted the recent recognition of fellow Board member Alice Mahony for public service and work in the El Dorado Education Community.

Interim Commissioner's Report

Dr. Julian reported on a recent meeting hosted by the Council of Chief State School Officers. She highlighted the following issues discussed at that meeting:

- Race to the Top: Dr. Julian reported that Arkansas was one of 15 states designated to receive technical assistance and support for receiving additional funding in support of education in Arkansas. She stated that any funding received would come through the Governor's Office and that the technical assistance would be provided to help the state in prioritizing project and activities for use of the additional funds.
- Common Core Standards: Dr. Julian affirmed that Arkansas was one of the states that committed to move forward with the development of voluntary national standards in mathematics and literacy. She stated that drafts of these standards, which were released very recently, and that the Department will have an opportunity to comment on the proposed standards. She noted that the timeline for review and final adoption is very short and that the developers intend to move into the next phase of this work early next year.
- Reauthorization of Elementary and Secondary Education (ESEA) Act: Dr. Julian noted that the Obama Administration most often refers to the federal support to education by its original title, ESEA, as opposed to No Child Left Behind. She stated that there is a need to make revisions in the overall accountability related to students with disabilities and students for which English is not their primary language. She thinks that reauthorization may not be a high priority for the administration and lawmakers in the immediate future.

Ms. Gullett questioned the wisdom in relaxing some of the accountability for students with disabilities and their participation in the total assessment system.

Report: Update on Gains Model Implementation

Dr. Charity Smith reported that \$5,172,400 was authorized for distribution to Arkansas schools and districts based Benchmark Exam performance from Grades 3-8. She also reported that there is a need to develop policy that will allow schools having only Grades K-2 to qualify to earn growth performance awards.

Consent Agenda

Dr. Williams announced that Consent Agenda Items C-4 and C-5 were being moved to the Action Agenda for further discussion.

Dr. Mays moved to approve the revised Consent Agenda. Mr. Cooper seconded the motion. The motion was adopted unanimously.

- Minutes – July 13, 2009
- Newly Employed, Promotions and Separations
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309
- Consideration of Recommendation of the Professional Teacher Standards Board for One Year Probation, \$75 fine. Case T09-009 – Danae Stevens
- Consideration of Recommendation of the Professional Licensure Standards Board for One Year Probation, \$75 fine and to Refrain from Social Networking and Texting of Students, Case 09-049 – Gina Buth
- Consideration of Recommendation of the Professional Licensure Standards Board for a Letter of Warning and Follow-up Training Procedures on Case T09-019 – Viola Philmon
- Consideration of Recommendation of the Professional Licensure Standards Board for Three-Year Probation, \$75 fine Case T09-021 – Jean Simmons
- Consideration of Recommendation of the Professional Licensure Standards Board for a Letter of Warning on Case T09-024 – T. Ann Webb
- Consideration of Recommendation of the Professional Licensure Standards Board for a Letter of Warning on Case T09-026B – Heidi Brewington
- Consideration of Recommendation of the Professional Licensure Standards Board for a Letter of Warning on Case T09-027 – Michele Calcagni
- Consideration of Recommendation of the Professional Licensure Standards Board for a Letter of Warning on Case T09-030 – Renee Holt
- Consideration of Recommendation of the Professional Licensure Standards Board for a Letter of Warning on Case T09-033 – Chad Hovis
- Consideration of Recommendation of the Professional Licensure Standards Board for a Letter of Warning on Case T09-039 – Richard Emmel

Action Agenda

Progress Report on the Status of Districts Classified in Fiscal Distress for 2008-2009

Bill Goff was recognized to provide additional information regarding schools classified on fiscal distress. Ms. Gullett observed that seven of the schools are small schools (under 500 enrollment) and at least nine on the list continued to show a decline in enrollment. She also noted that in a number of these schools one of the cost saving strategies was to cut benefits or support for employees – especially teachers. She questioned the ultimate result when teachers are expected to assume much of the financial responsibility for small schools. Mr. Goff stated that he has observed improvement in the fiscal condition of all of these districts, but he would be able to provide a clearer picture if the report could be made following the final fiscal report, which is due at the end of September. Mr. Goff requested that the August reporting date for future years be moved to October. Ms. Gullett stated that hiring or retaining highly qualified personnel is critical to the ultimate academic success of any school, especially these schools and she opined that cutting salary and benefits is not good management if key individuals are to be retained. Dr. Williams asked if any of the schools

had in their plan to restore any of the reduced benefits. Mr. Goff responded that he was not prepared to answer that question at this time.

Ms. Burrow asked if the proposed four-day school week would really be a cost saving strategy. Mr. Goff responded that it could save in some areas such as transportation, classified employees such as cafeteria workers, maintenance employees, etc.; however, he is not sure if the savings will be as large as projected. Dr. Julian stated that current research on schools opting for a four-day week is mixed at best.

Ms. Mahony suggested that Mr. Goff provide final budget data at the October Board meeting.

Ms. Burrow moved adoption of the report. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Review of Loan and Bond Applications

Dr. Mays asked about the requirement that local districts vote on proposed bonds. Bill Goff responded that patrons will have an opportunity to vote in the September school elections. Dr. Mays also asked about the definition of a “multi-purpose” facility. Mr. Goff responded that it was any building that housed more than one instructional program. Dr. Mays asked if that were just another way to secure an athletic facility.

Ms. Mahony asked about the requests from two districts currently classified in fiscal distress – Murfreesboro for example is asking for a revolving loan. Another district is seeking to refinance bonds. Mr. Goff suggested that refinancing is a way for districts to reduce loan payments and that 2nd lien bonds can be issued without another vote of the people, but the term of the bonds cannot exceed the original loan term.

Dr. Mays moved approval of the loans and bonds applications as submitted. Ms. Mahony seconded the motion. The motion was adopted unanimously.

Appeal to the State Board of Education of Accreditation Status of Hall High School and J.A. Fair High School from the Little Rock School District – 2008-2009

Frank Wimer was recognized to present this item. Mr. Wimer discussed the condition in each of these schools that led to the probationary status recommendation – essentially that the schools did not teach the full required 38 units during the previous school year – physics was not taught. Dennis Glasgow represented the Little Rock School District and explained that the school was in a transition year in which the district was moving the course of physics from a Grade 9 offering to a Grade 11 or 12 offering and during this year no student was enrolled in the school that took the Grade 9 course and wished to enroll in another physics course.

Tripp Walter stated that the Standards Unit is upholding the requirement as set forth in statute and that this case is not different from previously heard cases in which high schools failed to teach a course because no students were enrolled. Mr. Walter advised the Board that a curriculum violation is not one in which the Board can provide a waiver according to the statute. Mr. Cooper asked if the Board cannot grant a waiver, then why is this before the Board? Mr. Walter stated that even though the Board is not authorized to grant a waiver, local districts have legal authority to request a hearing over the accreditation status recommended for the school(s). He affirmed that the Department cannot keep a request for an appeal from coming to the Board.

Ms. Mahony asked for how long is the probationary status in effect. Annette Barnes responded for one academic year assuming that the course (physics) is taught during the coming year.

Dr. Mays moved to deny the appeal. Ms. Mahony seconded the motion. The motion was adopted on a 4 yes, 2 no vote (Cooper and Gullett voted no).

Request Approval for Accreditation Status for Arkansas Public Schools and School Districts 2008-2009

Frank Wimer was recognized to present this item. Mr. Wimer summarized the documentation provided in the Board material which listed the accreditation status by category for all schools and districts.

Total Schools Fully Accredited	725
Total Schools Accredited – Cite	278
Total Schools Accredited – Probation	77
Total Districts Accredited – Cite	18

Mr. Cooper moved to accept the recommendation for accreditation status. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Consideration for Public Comment: Proposed Revisions of Rules Governing the Calculation Methods for Declining Enrollment and Student Growth Funding for Public School Districts

Without comment, Ms. Burrow moved approval for public comment. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consideration for Public Comment: Rules Governing the Calculation of Arkansas Smart Core Incentive Funding

Without comment, Ms. Gullett moved approval for public comment. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Request for Open-Enrollment Public Charter School Modification Jacksonville Lighthouse Charter School

Dr. Larry Russell was recognized to present this item. Dr. Russell stated that weather delays pushed back the completion date for the facility for this charter school. He stated that an alternate site has been recommended for housing the school until the construction is complete, which is projected to be approximately two months. Dr. Russell stated that the State facilities unit has visited the alternate site and finds that it meets required specifications.

Dr. Mays moved approval of temporary alternate facility for Jacksonville Lighthouse Charter School. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Reconsideration of Decision on School Choice Petition Denied by Lakeside (Garland County) School District

Tripp Walter was recognized to present this item. Mr. Walter reviewed the sequence of events regarding the requested transfer of a student from the Hot Springs School District to Lakeside. Mr. Walter noted that for the 2008-2009 the student's family resided in the Lakeside District and over the summer the family relocated to a residence that was in the Hot Springs District. The family's request under choice options was denied by the Lakeside District. Mr. Ledbetter asked if the Lakeside District properly applied the statute in declining the transfer. Mr. Walter affirmed. Mr. Ledbetter asked why this Board should overturn a decision that was made consistent with the statute. Mr. Walter gave no further reason to do so.

Mr. Cooper asked if additional evidence could be applied such as identifying the student as Native American rather than white. Mr. Walter noted that July 1 was the final date for districts to consider choice options.

Ms. Mahony moved to deny the appeal and uphold the Lakeside District decision. Dr. Mays seconded the motion. The motion was adopted 6 yes, 1 no (Mr. Cooper voted no).

Hearing on Revocation of Teacher's License – Steven Craig Vaughn

Drew Blankenship was recognized to present this item. Mr. Blankenship summarized the information provided. The Chair affirmed that Vaughn was neither present nor represented.

Ms. Mahony moved to permanently revoke the licensure of Steven Vaughn. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Being that there was no further business; the Chair declared the meeting adjourned.

The meeting adjourned at 11:45 a.m.

These Minutes were recorded and reported by Dr. Charles D. Watson.

NEWLY EMPLOYED FOR THE PERIOD OF August 1, 2009 – August 31, 2009

Myliissia Blankenship – Public School Program Coordinator, Grade C123, Division Fiscal and Administrative Services, Child Nutrition, effective 08/10/09.

Connie Echols – Public School Program Advisor, Grade C122, Statewide System of Support/Special Programs/K-12 Literacy, effective 08/10/09.

***Janice Haynes – Public School Program Advisor, Grade C122, Division of Learning Services/ Arkansas Comprehensive School Improvement Plans, effective 08/03/09.**

John Kunkel – ADE Finance Division Manager, Grade C129, Division of Fiscal and Administrative Services, Administrative Support, effective 08/24/09. (Rehire)

Leigh Price – Public School Program Advisor, Grade C122, Statewide System of Support/Special Programs/Professional Development/ K-12 Mathematics, effective 08/10/09.

Kristie Ratliff – Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Teacher Quality, effective 08/03/09.

Michael Smith – Education Investigator, Grade C121, Division of Human Resources/Licensure, Professional Licensure Standards Board – Investigative Unit, effective 08/10/09.

Kristi Wilson – Public School Program Advisor, Grade C122, Statewide System of Support/Special Programs/K-12 Literacy, effective 08/10/09.

Vickie Yates – Public School Program Advisor, Grade C122, Division of Central Administration, Curriculum, Assessment and Research, effective 08/18/09. (Rehire)

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF August 1, 2009 – August 31, 2009

No promotions/lateral transfers for this period.

SEPARATIONS FOR THE PERIOD OF August 1, 2009 – August 31, 2009

Ann Biggers – Public School Program Coordinator, Grade C123, Division of Learning Services, Gifted and Talented, effective 08/31/09. 22 years, 9 months, 28 days. Code: Retirement

***Dianne Curry – Administrative Specialist III, Grade C112, Division of Academic Accountability, effective 08/31/09. 23 years, 5 months, 12 days. Code: Retirement**

***Nancy Mixon – Administrative Specialist III, Grade C112, Division of Statewide System of Support/21st Century Community Learning Centers effective 08/07/09. 19 years, 4 months, 2 days. Code: 01**

Gary Parish – Public School Program Advisor, Grade C122, Division of Learning Services, Arkansas Comprehensive School Improvement Plans, effective 08/07/09. 20 years, 6 months, 19 days. Code: 01

Kristie Ratliff – Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Teacher Quality, effective 08/21/09. 0 years, 0 months, 18 days. Code: 01

Nancy Tepera – Public School Program Advisor, Grade C122, Division of Research and Technology, Data Quality, effective 08/07/09. 2 years, 9 months, 24 days. Code: 01

SEPARATIONS FOR THE PERIOD OF August 1, 2009 – August 31, 2009

Charles Whitaker – ADE Academic Facilities Sr Project Administrator, Grade C126, Division of Public School Academic Facilities and Transportation, effective 08/12/09. 2 years, 9 months, 28 days. Code: 01

***Reginald Wilson – Public School Program Coordinator, Grade C123, Division of Learning Services, Learn and Serve, effective 08/21/09. 17 years, 7 months, 0 days. Code: 01**

***Minority**

AASIS Code:

**01 – Voluntary Termination
Retirement**

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
1701	Alma School District	1	Collins, Kelli	MS Social Studies, ECE, Library Media	312	Building Administrator P-8	09-10	Granted
6091	Ark. School For The Blind	2	Nicholson, Priscilla	Social Studies	299	Guidance & Counseling P-8	09-10	Granted
			Nicholson, Priscilla	Social Studies	300	Guidance & Counseling 7-12	09-10	Granted
	Arkansas State Hospital/Little Rock	2	Bogard, Mary	Biology 7-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Stone, Carolyn	English 7-12	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Gilbee, Paula	ECE P-4, Middle Level Education	299	Guidance & Counseling P-8	09-10	Denied
7301	Bald Knob School District	2	Gilbee, Paula	ECE P-4, Middle Level Education	300	Guidance & Counseling 7-12	09-10	Denied
3001	Bismarck School District	1	Stewart, Susan	Bldg. Adm. P-8. ECE	311	District Administrator P-12	09-10	Granted
2901	Blevins School District	9	Woodruff, Andrea	Middle Level Education	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
			Treat, Shriley	Vocational Education	200	Mathematics 7-12	08-09, 09-10	Denied
			Roy, Debbie	Middle School Math	200	Mathematics 7-12	09-10	Denied
			Brown, Blandi	Middle School Math	002	English/Language/Social Studies 4-8	09-10	Denied
			Sims, Deborah	ECE P-4	002	English/Language/Social Studies 4-8	09-10	Denied
			Lee, Cynthia R.	Elem 1-6, Special Ed P-12, Reading Specialist	321	Curr/Program Adm/Curr P-8	08-09, 09-10	Granted
			Lee, Cynthia R.	Elem 1-6, Special Ed P-12, Reading Specialist	322	Curr/Program Adm/Curr 7-12	08-09, 09-10	Granted
			Gentry, Tarah	English 7-12	114	Speech Endorsement 7-12	07-08, 08-09, 09-10	Denied
			Gentry, Tarah	English 7-12	113	Drama Endorsement 7-12	09-10	Denied

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
4702	Blytheville School District	1	Austin, Lisa	Social Studies 7-12	300	Guidance & Counseling 7-12	07-08, 08-09, 09-10	Granted
4201	Booneville School District	1	Baker, Erin	ECE P-4	299	Guidance & Counseling P-8	07-08, 08-09, 09-10	Granted
1603	Brookland School District	4	Young, Kristi	ECE P-4, Elementary 1-6	295	Library Media Science P-8	07-08, 08-09, 09-10	Granted
			Young, Kristi	ECE P-4, Elementary 1-6	296	Library Media Science 7-12	07-08, 08-09, 09-10	Granted
			Smith, David	PE, Driver's Ed	236	Physical Education, Wellness & Leisure 7-12	09-10	Granted
			Qualls, Elizabeth	ECE P-4 Elementary	312	Building Administrator P-8	09-10	Denied
4901	Caddo Hills School District	4	Alexander, Lisa	Middle Level Education	305, 306	Gifted & Talented P-8, 7-12	07-08, 08-09, 09-10	Granted
			Shelton, Paul E.	Bldg. Adm. P-6, PE K-12	311	District Administrator P-12	09-10	Granted
			Kelly, Mary Jolene	MS Language Arts/Social Studies	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Kelly, Mary Jolene	MS Language Arts/Social Studies	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
3212	Cedar Ridge School District	2	Barnett, Judy	ECE P-4	295	Library Media Science P-8	08-09, 09-10	Granted
			Barnett, Judy	ECE P-4	296	Library Media Science 7-12	08-09, 09-10	Granted
1702	Cedarville School District	1	Ray, Brad	Social Studies 7-12, PE/Wellness/Leisure 7-12	312, 313	Building Administrator P-8, 7-12	09-10	Granted
1305	Cleveland County School District	1	Glaze, Dona	ECE P-4	107	Grade 5/6 Endorsement (P-4)	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
2403	County Line School District	1	Evans, Anna	Business Technology	300	Guidance & Counseling 7-12	09-10	Granted
			Polke, Kerri	ECE-P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Denied
			Hill, Tonya	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
			Titworth, Michelle	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
DDTCS - Stepping Stone		4	Tanner, Crystal	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Callahan, Crystal	Elementary/ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Dollard, Alana	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Mooneyham, Tamara	ECE P-4, Middle Level Education	231	Sp Ed Ech Inst Specialist P-4	09-10	Denied
0901 Dermott School District		1	Paxton, Carol	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Denied
			Brown, Nona Alicia	Bldg. Adm, P-4, K-6, Spec. Ed P-12	21, 32	Curr/Program Adm/Curr P-8, 7-12	09-10	Granted
			Neal, Vicky	Middle Childhood Education	166	English/ Language/ Arts 7-12	09-10	Granted
3102 Dierks School District		3	Bray, Brad	Health, PE, Coaching	168	Science/Mathematics 4-8	09-10	Denied
			Byrne, Karla	Elementary 1-6	312	Building Administrator P-8	08-09, 09-10	Granted
			Dixon, Sandra	Middle Level Education, ECE P-4	200	Mathematics 7-12	09-10	Granted
			Herrington, Sharon	ECE P-4, Middle School English	166	English/ Language/ Arts 7-12	09-10	Granted
3502 Dollarway School District		4	Prim, Maronda	P-4	231, 23	Sp Education Instructional Specialist P-4, 4-12	09-10	Denied
			Rice, Melissa	Elem. 1-6, Business Tech, Coaching	305	Gifted & Talented P-8	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
1408	Emerson-Taylor School District	3	Walker, Delores	Middle Childhood Education	169	Physical /Earth Science 7-12	09-10	Granted
			Trice, Cicely	Art 7-12	201	Art P-8	09-10	Granted
			Fantini, James	Art P-12	2010	Survey of Fine Arts	09-10	Granted
7202	Farmington School District	4	Reynolds, Pam	Elementary K-8	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Reynolds, Pam	Elementary K-8	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Love, Scherron G.	PE 5-8, 7-12; Middle School Science, Life/Earth Science	169	Physical /Earth Science 7-12	05-06, 06-07, 07-08	Denied
			Williams, Brenda G.	Science 5-8, 7-12; Social Studies 5-8, 7-12; Life/Earth Science 7-12	169	Physical /Earth Science 7-12	09-10	Granted
4501	Flippin School District	1	Taylor, Kim	P-6	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Shoptaw, Brandi	ECE P-4, Spec Ed P-4	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
			Daffron, Lisa	Elementary	299, 308, 7-12	Guidance & Counseling P-8, 7-12	07-08, 08-09, 09-10	Denied
2002	Fordyce School District	1	McGhee, Kassandra	Special Education P-12	299, 3012	School Counseling P-8, 4-12	09-10	Granted
4603	Fouke School District	1	Smith, Bryan	PE/Wellness/Leisure	167	Social Studies 7-12	09-10	Granted
2602	Fountain Lake School District	1	Campbell, Kristi	Elem 1-6, MS SS, Bldg. Level Adm.	311	District Administrator P-12	08-09, 09-10	Granted
2303	Greenbrier School District	2	Smith, Miranda	Social Studies 7-12	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
Greene Co. Tech School 2807 Dist.		7	Smith, Miranda	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	09-10	Denied
			Robinson, Laura	ECE P-4	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
			Pillow, Leah	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	07-08, 08-09, 09-10	Granted
			Sheets, Dana	Vocal Music P-12	299	Guidance & Counseling P-8	08-09, 09-10	Granted
			Sheets, Dana	Vocal Music P-12	300	Guidance & Counseling 7-12	08-09, 09-10	Granted
			Finch, Amanda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Pillow, Shannon	Middle Level Education	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
7204 Greenland School District		1	Parrish, Katie	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	09-10	Denied
			Jones, William Brent	PE/Wellness/Leisure, Social Studies	230	Sp Education Instructional Specialist 4-12	08-10, 09-10	Granted
			Colwell, Jeanette	ECE P-4	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
6603 Hackett School District		2	Colwell, Jeanette	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
			Colwell, Jeanette	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
0203 Hamburg School District		7	Stahley, Nina	Elem 1-6	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Chapman, Lynda	Middle School Math, Elementary 1-6	209	Algebra I Endorsement 8	09-10	Denied
			Perry, William "Rob"	PE/Wellness/Leisure P-12	167	Social Studies 7-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Smith, Billy	PE/Wellness/Leisure P-12	168	Science/Mathematics 4-8	09-10	Granted
			Johnson, Jason L.	P-4	107	Grade 5/6 Endorsement (P-4)	09-10	Granted
			Oliver, Sandra	ECE P-4, Elementary, Reading Specialist	305	Gifted & Talented P-8	09-10	Granted
			Oliver, Sandra	ECE P-4, Elementary, Reading Specialist	306	Gifted & Talented 7-12	09-10	Granted
5602	Harrisburg School District	6	Gray, Pam	Social Studies/PE/Health	295	Library Media Science P-8	09-10	Granted
			Gray, Pam	Social Studies/PE/Health	296	Library Media Science 7-12	09-10	Granted
			Kocher, Casey	Middle Level Education	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Cazort, Steven	Instrumental Music K-12	002	English/Language/Social Studies 4-8	09-10	Granted
			Driscoll, Josh	PE/Wellness/Leisure, Coaching	169	Physical /Earth Science 7-12	09-10	Granted
			Garrison, Steven Robert	PE/Wellness/Leisure, Coaching	167	Social Studies 7-12	09-10	Granted
0503	Harrison School District	3	Peck, Melissa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Martin, Tracie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Denied
			Allen, Susan	MS Social Studies, School Psychology Specialist, Guidance K-12	320	Curr/Program Adm/Sped P-12	07-08, 08-09, 09-10	Granted
1202	Heber Springs School District	1	Thomas, Lesli	Special Ed P-12	200	Mathematics 7-12	09-10	Granted
5803	Hector School District	2	Coffman, Sara	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Denied
			Houghton, Lori	English 7-12, Social Studies 7-12	114	Speech Endorsement 7-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
Helena/W.Helena School 5403 Dist.		7	Davis, Sanetta	Business Ed	313	Building Administrator 7-12	07-08, 08-09, 09-10	Granted
			Faulkner, Anna	Elementary	295	Library Media Science P-8	07-08, 08-09, 09-10	Granted
			Faulkner, Anna	Elementary	296	Library Media Science 7-12	07-08, 08-09, 09-10	Granted
			Fields, Laura	Social Studies, English	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Freeman, Tiersha	ECE P-4	295	Library Media Science P-8	09-10	Granted
			Freeman, Tiersha	ECE P-4	296	Library Media Science 7-12	09-10	Granted
			Jones, Lula O.	French, English, Reading, Social Studies	004	Spanish 7-12	09-10	Granted
Jackson Co. School 3405 District		2	Parnell, Janet	Counseling 5-12, Special Ed K-12, Elementary	299	Guidance & Counseling P-8	08-09, 09-10	Granted
Lake Hamilton School 2605 District		1	Churchman, Brittany	Middle Level Education	231	Sp Ed Ech Inst Specialist P-4	07-08, 08-09, 09-10	Granted
Lawrence County School 3810 District		2	Reeves, William Seth	PE/Wellness/Leisure P-8, 7-12; Coaching	167	Social Studies 7-12	09-10	Granted
7205 Lincoln School District		1	Manatt, Mitzi	PE/Wellness/Leisure	200	Mathematics 7-12	09-10	Granted
			Sellers, Lucy	ECE P-4, Middle Level Education, Reading	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
6606 Mansfield School District		2	O'Berski, John	English 7-12	113	Drama Endorsement 7-12	09-10	Granted
5404 Marvell School District		2	Tolley, Rita	Art P-K	305	Gifted & Talented P-8	09-10	Granted
			Tolley, Rita	Art P-K	306	Gifted & Talented 7-12	09-10	Granted
			Young, Debbie	Elementary, Middle Level Education	305	Gifted & Talented P-8	08-09, 09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Young, Debbie	Elementary, Middle Level Education	306	Gifted & Talented 7-12	08-09, 09-10	Granted
2105	McGehee School District	1	Cox, Mertie	ECE P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
	Methodist Behavioral Hospital	1	Crouch, Rochelle	MS Social Studies, Elem. 1-6	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
3104	Mineral Springs School Dist.	1	Scott, Madonna	Social Studies	166	English/ Language/ Arts 7-12	09-10	Granted
2203	Monticello School District	1	Funderburg, Sandy	Elementary	312	Building Administrator P-8	09-10	Denied
4902	Mount Ida School District	2	Wornick, Melody	Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10	Granted
	Mountain Home School District	3	Smith, Jacynda	FACS 7-12	299	Guidance & Counseling P-8	07-08, 08-09, 09-10	Granted
	Mountain Home School District	3	Bowerman, Jeffery	PE/Wellness/Leisure, Coaching	169	Physical /Earth Science 7-12	09-10	Granted
			Kessler, Martha	French, English	004	Spanish 7-12	08-09, 09-10	Granted
			Mattox, Bryan	PE/Wellness/Leisure, Coaching	169	Physical /Earth Science 7-12	08-09, 09-10	Granted
	Mountain View School District	6	Mitchell, Terina	ECE P-4	203	Vocal Music P-8	07-08, 08-09, 09-10	Denied
			Mitchell, Terina	ECE P-4	205	Instrumental Music P-8	07-08, 08-09, 09-10	Denied
			Stewart, Tanya	Social Studies	295	Library Media Science P-8	08-09, 09-10	Granted
			Stewart, Tanya	Social Studies	296	Library Media Science 7-12	08-09, 09-10	Granted
			Barber, Jonathan Carl Brett	PE/Wellness/Leisure, Coaching	305	Gifted & Talented P-8	08-09, 09-10	Denied

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Barber, Jonathan Carl Brett	PE/Wellness/Leisure, Coaching	306	Gifted & Talented 7-12	08-09, 09-10	Denied
	Mountainburg School 1703 District	1	Pinkerton, Debra	Elementary	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
	N. Little Rock School 6002 District	1	Yates, Amanda	ECE P-4	295, 297	Library Media Science P-8, 7-12	09-10	Granted
	1611 Nettleton School District	2	White, Tera	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Cossey, Tracy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
	5008 Nevada School District	1	Lamb, Breana	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
	7006 Norphlet School District	2	Holloway, Amber	ECE P-4	299	Guidance & Counseling P-8	08-09, 09-10	Granted
			Vines, Ralph Jackson	Health, PE, Coaching, MS Social Studies	167	Social Studies 7-12	09-10	Granted
	O.U.R. Cooperative	1	Grace, Andrea	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Denied
	4713 Osceola School District	1	Smith, Christel	PE/Health	168	Science/Mathematics 4-8	09-10	Granted
	Ozark Guidance - Siloam Springs	2	Kimmel, Shonda	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Rogers, Amanda	Drama/Speech	230	Sp Education Instructional Specialist 4-12	09-10	Granted
	7309 Pangburn School District	1	Hoffman, Scott	PE P-12, Coaching P-12	167	Social Studies 7-12	09-10	Granted
	3505 Pine Bluff School District	1	Wall, Mary Elizabeth	P-4	295, 297	Library Media Science P-8, 7-12	09-10	Granted
	5804 Pottsville School District	4	Hancock, Lynda	Elem, ECE P-4	305	Gifted & Talented P-8	08-09, 09-10	Denied
			Hancock, Lynda	Elem, ECE P-4	306	Gifted & Talented 7-12	08-09, 09-10	Denied

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
7206	Prairie Grove School District	5	Corbin, Lisa	ECE P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Baker, Jean	Special Ed P-12	002	English/Language/Social Studies 4-8	09-10	Granted
			Cameron, Mitch	PE/Wellness/Leisure P-8, 7-12; Coaching	167	Social Studies 7-12	09-10	Granted
			Dixon, Rachel	Middle Level Education	200	Mathematics 7-12	09-10	Granted
			Laird, Billy	Middle School Science	002	English/Language/Social Studies 4-8	09-10	Granted
			Laird, Billy	Middle School Science	168	Science/Mathematics 4-8	09-10	Granted
			Bunting, Jamie	Elementary, MS Science & Social Studies	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
			Clark, Constance	PE/Wellness/Leisure 7-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted
7310	Rose Bud School District	2	Clark, Kelly J.	ECE P-4	305	Gifted & Talented P-8	09-10	Granted
			Clark, Kelly J.	ECE P-4	306	Gifted & Talented 7-12	09-10	Granted
2705	Sheridan School District	1	Allen, Amanda Leigh	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
7008	Smackover School District	6	Rocconi, Melissa	Middle Level Education	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
			Brissom, Jennifer	ECE P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Brissom, Jennifer	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Davis, Tyrone	ECE P-4	107	Grade 5/6 Endorsement (P-4)	09-10	Granted
			Zargari, Kristan	MS Social Studies, Elem. 1-6	305	Gifted & Talented P-8	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Zargari, Kristan	MS Social Studies, Elem. 1-6	306	Gifted & Talented 7-12	09-10	Granted
7105	South Side School District	2	Freeman, Wendy	ECE P-4	305	Gifted & Talented P-8	09-10	Granted
			Freeman, Wendy	ECE P-4	306	Gifted & Talented 7-12	09-10	Granted
2906	Spring Hill School District	1	Kennedy, Cindy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
	Twin Rivers School District			Health, PE, Elem.PE, Coaching, Driver's Ed	295	Library Media Science P-8	08-09, 09-10	Denied
6806	District	2	Brewer, Janet	Health, PE, Elem.PE, Coaching, Driver's Ed	296	Library Media Science 7-12	09-10	Denied
			Brewer, Janet					
	Vista Health	8	Tucker, Phillip Scott	Science, Social Studies	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
			Stowers, Jessica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	07-08, 08-09, 09-10	Granted
			Wood, Bonnie	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Vista Health Continued		Parker, Donna	Elem 1-6, Library Media	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Guyll, Malynda	ECE P-4, Middle Level Education	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Nash, Heidi	Elementary	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Cunningham, Michele	Reading Specialist Elem	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Cross, Charles	PE/Wellness/Leisure 7-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted
6401	Waldron School District	3	Dozier, Toni	ECE P-4	107	Grade 5/6 Endorsement (P-4)	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
			Morris, Kandi	ECE P-4	107	Grade 5/6 Endorsement (P-4)	09-10	Granted
			Brown, Mary	K-6, MS Social Studies	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
	West Memphis School District	1	Hearn, Annette	Business Technology	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Denied
	1204 West Side School District	1	O'Neal, Sarah	English	113	Drama Endorsement 7-12	09-10	Granted
	Western Arkansas Counseling & Guidance Center	1	Blount, LaManda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
	7509 Dist. Western Yell Co. School	5	Nichols, Elizabeth	Social Studies 7-12	299	Guidance & Counseling P-8	09-10	Granted
	Western Yell Co. Continued		Hill, Patricia	ECE P-4, Middle Childhood	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
			Cattlett, Carla	Health 7-12, PE 7-12	235	Physical Education, Wellness & Leisure P-8	09-10	Denied
			Smith, Charles	Life/Earth Science	169	Physical /Earth Science 7-12	09-10	Granted
			McKelvy, William	Middle Level Math/Science	167	Social Studies 7-12	09-10	Denied
	Westside Cons. School District	1	Pickering, Ashely	ECE P-4	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	1505 District Wonderview School	1	Kagebein, Lori	Mathematics 7-12	208	Drama/Speech 7-12	09-10	Granted
	1905 Wynne School District	2	Pagan, Joshua W.	PE/Wellness/Leisure, Coaching	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Houston, Rachel	ECE P-4, Middle Level Education, Music P-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
September 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	# School Districts Requesting Waivers 82 this month	184	# Waivers Requested for the month			Waivers Granted		149
						Waivers Denied		35
						Total Waivers		184

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
AUGUST 31, 2009**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of August 2009.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2009
<i>I. Financial Obligation</i>	<p>As of June 30, 2009, State Foundation Funding payments paid for FY 08/09 totaled \$64,265,049 to LRSD, \$35,307,077 to NLRSD, and \$48,094,384 to PCSSD. The Magnet Operational Charge paid as of June 30, 2009, was \$14,650,787. The allotment for FY 08/09 was \$14,650,787. M-to-M incentive distributions for FY 08/09 as of June 30, 2009, were \$4,429,907 to LRSD, \$6,718,858 to NLRSD, and \$10,614,093 to PCSSD. In September 2008, General Finance made the last one-third payment to the Districts for their FY 07/08 transportation budget. As of September 30, 2008, transportation payments for FY 07/08 totaled \$4,460,451 to LRSD, \$1,232,312 to NLRSD, and \$2,948,764 to PCSSD. In September 2008, General Finance made the first one-third payment to the Districts for their FY 08/09 transportation budget. In March 2009, General Finance made the second one-third payment to the Districts for their FY 08/09 transportation budget. As of March 31, 2009, transportation payments for FY 08/09 totaled \$2,856,471 to LRSD, \$838,720 to NLRSD, and \$2,229,905 to PCSSD. In July 2008, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,079,700. In March 2009, a bid for 16 new Magnet and M-to-M buses was awarded to Central States Bus Sales. The buses for the LRSD include 8 - 65 passenger buses for \$65,599 each. The buses for the NLRSD include 2 - 65 passenger buses for \$65,599 each. The buses for the PCSSD include 6 - 65 passenger buses for \$65,599 each. The total amount was \$1,049,584. In July 2009, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 09/10. In July 2009, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 09/10.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2009
<i>II. Monitoring Compensatory Education</i>	On July 9, 2009, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Recent news articles about the desegregation case were discussed. One article stated that on May 19, Arkansas Attorney General Dustin McDaniel and Arkansas Assistant Attorney General Scott Richardson filed a motion asking U.S. District Judge Brian Miller to schedule court hearings on the requests for unitary status by the North Little Rock and Pulaski County Special school districts. The next Implementation Phase Working Group Meeting is scheduled for October 8, 2009 at 1:30 p.m. in room 201-A at the ADE.
<i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86 th Legislative Session, and any new ADE rules or regulations.
<i>V. Commitment to Principles</i>	On August 10, 2009, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of July.
<i>VI. Remediation</i>	The Arkansas Department of Education provided videoconference training for school administrators and other personnel involved with the Adequate Yearly Progress (AYP) process. The training took place on August 7, 2009, from 1:00 p.m. to 3:00 p.m. at various schools and educational cooperatives across the state.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2009
<i>VI. Remediation (Continued)</i>	The Arkansas Department of Education provided videoconference training about the Qualls Early Learning Inventory (QELI) on August 7, 2009, from 10:30 a.m. – 11:30 a.m. The training was for teachers, principals, district test coordinators, and/or counselors. School districts will administer the QELI to all entering kindergarten students and first grade students who did not attend kindergarten. The QELI administration window is August 10, 2009, through September 18, 2009. Administration of the QELI meets the requirements of Ark. Code Ann. § 6-15-404(e). The QELI is a checklist format that helps teachers observe and record information about cognitive knowledge and classroom behaviors in six key areas: general knowledge, oral communication, written language, math concepts, work habits, and attentive behavior. The inventory was developed to be appropriate for all students, including students with special needs and linguistic backgrounds other than standard English.
<i>VII. Test Validation</i>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
<i>VIII. In-Service Training</i>	Tri-District Staff Development meetings were held on May 12 for the NLRSD, May 19 for the PCSSD and May 21, 2009 for the LRSD. The meetings took place at the Arch Ford Education Building. Staff from PCSSD, NLRSD, LRSD and the ADE attended. One goal for the meetings was to determine which administrators should be contacted for specific professional development purposes, and the preferred protocols for communication. There was discussion about how Tri-District specialists can support a district-led design that builds capacity and a systems approach for professional learning. The ADE asked staff from each school district to suggest ways the ADE could support district and school goals.
<i>IX. Recruitment of Minority Teachers</i>	In July 2009, ADE Professional Licensure mailed a list of Spring 2009 minority teacher graduates from Arkansas colleges and universities to the three Pulaski County school districts.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2009																																																																																																																																																																	
<i>X. Financial Assistance to Minority Teacher Candidates</i>	<p>Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2008-2009 on February 26, 2009. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows:</p> <table border="1"> <thead> <tr> <th>STAR</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>47</td> <td>171,000</td> <td>258</td> <td>1,018,627</td> <td>305</td> <td>1,189,627</td> </tr> <tr> <td>Black</td> <td>3</td> <td>6,000</td> <td>28</td> <td>121,500</td> <td>31</td> <td>127,500</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>2</td> <td>12,000</td> <td>2</td> <td>12,000</td> </tr> <tr> <td>Asian</td> <td>1</td> <td>6,000</td> <td>2</td> <td>9,000</td> <td>3</td> <td>15,000</td> </tr> <tr> <td>Other</td> <td>2</td> <td>6,000</td> <td>4</td> <td>15,000</td> <td>6</td> <td>21,000</td> </tr> <tr> <td>Totals</td> <td>53</td> <td>189,000</td> <td>294</td> <td>1,176,127</td> <td>347</td> <td>1,365,127</td> </tr> </tbody> </table> <p>The scholarship awards for MTS are as follows:</p> <table border="1"> <thead> <tr> <th>MTS</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>9</td> <td>27,500</td> <td>37</td> <td>132,710</td> <td>46</td> <td>160,210</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>10</td> <td>27,500</td> <td>10</td> <td>27,500</td> </tr> <tr> <td>Asian</td> <td>1</td> <td>5,000</td> <td>2</td> <td>7,500</td> <td>3</td> <td>12,500</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td>1</td> <td>5,000</td> <td>1</td> <td>5,000</td> </tr> <tr> <td>Totals</td> <td>10</td> <td>32,500</td> <td>50</td> <td>172,710</td> <td>60</td> <td>205,210</td> </tr> </tbody> </table> <p>The scholarship awards for MMF are as follows:</p> <table border="1"> <thead> <tr> <th>MMF</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>4</td> <td>15,000</td> <td>59</td> <td>213,750</td> <td>63</td> <td>228,750</td> </tr> <tr> <td>Hispanic</td> <td>1</td> <td>3,750</td> <td>1</td> <td>1,250</td> <td>2</td> <td>5,000</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>3</td> <td>13,750</td> <td>3</td> <td>13,750</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td>3</td> <td>5,000</td> <td>3</td> <td>5,000</td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td>1</td> <td>6,250</td> <td>1</td> <td>6,250</td> </tr> <tr> <td>Totals</td> <td>5</td> <td>18,750</td> <td>67</td> <td>240,000</td> <td>72</td> <td>258,750</td> </tr> </tbody> </table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	47	171,000	258	1,018,627	305	1,189,627	Black	3	6,000	28	121,500	31	127,500	Hispanic			2	12,000	2	12,000	Asian	1	6,000	2	9,000	3	15,000	Other	2	6,000	4	15,000	6	21,000	Totals	53	189,000	294	1,176,127	347	1,365,127	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	9	27,500	37	132,710	46	160,210	Hispanic			10	27,500	10	27,500	Asian	1	5,000	2	7,500	3	12,500	Native Amer			1	5,000	1	5,000	Totals	10	32,500	50	172,710	60	205,210	MMF	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	4	15,000	59	213,750	63	228,750	Hispanic	1	3,750	1	1,250	2	5,000	Asian			3	13,750	3	13,750	Native Amer			3	5,000	3	5,000	Other			1	6,250	1	6,250	Totals	5	18,750	67	240,000	72	258,750
STAR	Male	Male	Female	Female	Total	Total																																																																																																																																																												
Race	Count	Award	Count	Award	Count	Award																																																																																																																																																												
White	47	171,000	258	1,018,627	305	1,189,627																																																																																																																																																												
Black	3	6,000	28	121,500	31	127,500																																																																																																																																																												
Hispanic			2	12,000	2	12,000																																																																																																																																																												
Asian	1	6,000	2	9,000	3	15,000																																																																																																																																																												
Other	2	6,000	4	15,000	6	21,000																																																																																																																																																												
Totals	53	189,000	294	1,176,127	347	1,365,127																																																																																																																																																												
MTS	Male	Male	Female	Female	Total	Total																																																																																																																																																												
Race	Count	Award	Count	Award	Count	Award																																																																																																																																																												
Black	9	27,500	37	132,710	46	160,210																																																																																																																																																												
Hispanic			10	27,500	10	27,500																																																																																																																																																												
Asian	1	5,000	2	7,500	3	12,500																																																																																																																																																												
Native Amer			1	5,000	1	5,000																																																																																																																																																												
Totals	10	32,500	50	172,710	60	205,210																																																																																																																																																												
MMF	Male	Male	Female	Female	Total	Total																																																																																																																																																												
Race	Count	Award	Count	Award	Count	Award																																																																																																																																																												
Black	4	15,000	59	213,750	63	228,750																																																																																																																																																												
Hispanic	1	3,750	1	1,250	2	5,000																																																																																																																																																												
Asian			3	13,750	3	13,750																																																																																																																																																												
Native Amer			3	5,000	3	5,000																																																																																																																																																												
Other			1	6,250	1	6,250																																																																																																																																																												
Totals	5	18,750	67	240,000	72	258,750																																																																																																																																																												
<i>XI. Minority Recruitment of ADE Staff</i>	<p>The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the changes have been made.</p>																																																																																																																																																																	
<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.																																																																																																																																																																	
<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.																																																																																																																																																																	
<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.																																																																																																																																																																	
<i>XV. Standardized Test Selection to Determine Loan Forgiveness</i>	Goal completed as of March 2001.																																																																																																																																																																	

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2009
<i>XVI. Monitor School Improvement Plans</i>	<p>On March 16, 2009, ADE staff met at the LRSD Instructional Resource Center with Dr. Jeannie Huddle, Dennis Glasgow, Leon Adams, Lionel Ward, Dr. Lloyd Sain and Suzi Davis. Reviewed Smart Accountability as it relates to schools in corrective action, restructuring and state directed status. Talked about school improvement designations and consequences.</p> <p>On March 30 and 31, 2009, three member ADE teams made ECOE/ACSIP visits to the following Cycle III schools in the LRSD: Williams Traditional Magnet, Henderson Middle, Accelerated Learning Center, Felder Alternative Learning Academy, Hamilton Learning Academy, Chicot Primary, McDermott Elementary, Romine Interdistrict Elementary, Wakefield Elementary, and Washington Magnet Elementary. Teams made classroom observations, conducted interviews with each building ACSIP team, reviewed building school improvement plans and other relevant materials and met with building principals to discuss recommendations of each team.</p> <p>On April 1, 2009, ADE staff conducted a district exit conference at the LRSD Instructional Resource Center to share the recommendations of the ECOE/ACSIP teams. ADE staff shared information about observations, conversations and interviews made on March 30 and 31. There was a question and answer session regarding the information presented and/or the building visits.</p> <p>On April 7, 2009, ADE staff provided an overview of the ACSIP process for the staff of Felder Alternative Learning Academy in the LRSD.</p> <p>On May 27, 2009, ADE staff met at the LRSD Instructional Resource Center with Sadie Mitchell, Dee Cox (ADE), Elizabeth Menchaca, Lionel Ward, Dennis Glasgow, Karl Henry Romain, Marion Woods, Junious Babbs, Lloyd Sain, Elizabeth Clifford, Suzi Davis, and Linda Young. The meeting was called to bring together the various instructional entities that would impact the district. Dr. Huddle's goal was for each entity to be on the "same page" by knowing what each entity did and was responsible for doing. LRSD and ADE staff discussed Target Teach, America's Choice, the roles of the District's math/literacy coaches, and the role of High Schools That Work.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2009
<p><i>XVI. Monitor School Improvement Plans (Continued)</i></p>	<p>On June 3, 2009, ADE staff met at the LRSD Instructional Resource Center with Leon Adams, Jasmine Perry and Lionel Ward. There was discussion about creating an ACSIP webpage that would contain information about building school improvement plans and the peer review process. Staff talked about the ACSIP checklist including parent involvement. Other topics at the meeting were AARA funds and Title I compliance issues such as school choice for high schools and Federal Monitoring.</p> <p>On June 24, 2009, ADE staff met at the LRSD Instructional Resource Center with Leon Adams and Lionel Ward about concerns found in the U.S. Department of Education monitoring report. Some concerns were the following: high school assessments including students with disabilities, parental involvement requirements, school-parent compact, parents' right-to-know letters, public school choice, building notification letters, Title I allocation and services to private school children.</p> <p>On July 15, 2009, ADE staff met at the LRSD Instructional Resource Center with Title I staff from the LRSD. The following topics were discussed: the U.S. Department of Education monitoring report, the state waiver regarding new Title I and Title I ARRA funds, items from the ECOE/ACSIP peer review and the school improvement status, and whether or not the LRSD can be a SES provider.</p> <p>On July 23, 2009, ADE staff met with the principal and three ACSIP team members at McClellan High School in the LRSD. The following topics were discussed: Title I, parent involvement, Smart Accountability (restructuring), Scholastic Audit and indicators for school improvement.</p> <p>On July 24, 2009, ADE staff met at the Holiday Inn Presidential Center in Little Rock to present the 2008-09 data for PCSSD schools. Representatives of The Learning Institute of Hot Springs (TLI) were present to help analyze the student intermittent assessments. Each principal and ACSIP supervisor had the opportunity to review and ask questions about their data. They got to see the areas that needed improvement.</p> <p>On July 27, 2009, ADE staff met with leadership teams from Jacksonville, Robinson and Taylor Elementary Schools in the PCSSD. The leadership teams received training in the functions of a team, relationship building, the cultural shifts scale, team charters, and data driven planning.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2009
<i>XVI. Monitor School Improvement Plans (Continued)</i>	On July 28, 2009, ADE staff met with the principal, the leadership team and the ACSIP team at Joe T. Robinson High School in the PCSSD. Reviewed the ACSIP checklist and talked about the needs of the school. Stressed the importance of parent involvement.
<i>XVII. Data Collection</i>	In March of 2009, the ADE Office of Public School Academic Accountability released the 2008 Arkansas School Performance Report (Report Card). The following changes were made to the Report Card this year: SAT-10 Norm Referenced Test was combined with state-mandated criterion-referenced testing to form the Augmented Benchmark Examinations for year 2007-08; Benchmark scores have been added for End-of-Course Biology and science in grades 5 and 7; Arkansas state average scores on the National Assessment for Educational Progress (NAEP) in fourth and eighth grade literacy and mathematics were added; district compliance with the requirement to provide textbooks for all pupils was added; the standard four-year adjusted cohort high school graduation rate for Arkansas recommended by the National Governor's Association was used in the State section; the gain index was added at the top of each school page inside the image of a yellow pencil. Arkansas Code Annotated §6-15-2102, requires that each school be identified as being in one of five category levels based on the annual improvement gains in student scores. Student growth is based upon changes in student performance levels across two adjacent years. For each school, the annual improvement gain index is the average of all value-added points across all students for literacy and math in grades 3 - 8 within the school. The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2009
<p><i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE’s Monitoring and Reporting Obligations</i></p>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. “If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements”. Schools in Arkansas have not yet been designated “Identified for Improvement”. After a school has been “Identified for Improvement”, it must make “adequate yearly progress”. Schools that fail to meet the definition of “adequate yearly progress”, for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.</p>

**ARKANSAS DEPARTMENT OF EDUCATION
CURRICULUM, ASSESSMENT, AND RESEARCH
DR. GAYLE POTTER, ASSOCIATE DIRECTOR**

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
SPECIAL EDUCATION, GRADES K-12 (7/1/10-6/30/16)**

After carefully examining the samples submitted, the State Selection Committee charged with selecting instructional materials for special education, grades K-12, recommends that the State Board of Education adopt the textbooks and other instructional materials submitted by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material.

RECOMMENDED BASAL, K-8

Kaplan Learning Services
Momentum Math, Vols. 1-6

SRA/McGraw Hill
Reading Master Signature Edition
Spelling Mastery
SRA Number Worlds
SRA Algebra Readiness
SRA Snapshots Simply Science
SRA Snapshots Video Science
Corrective Reading

Wright Group
Early reading Intervention

NOT RECOMMENDED, K-8

Den Publishing Company
Students' First Reading Book

Essential Skills Software

Great Source
Reading Advantage

Kaplan Learning Services
SPELLREAD

Phillip Roy, Inc.

Rhymes 'n' Times

RECOMMENDED SUPPLEMENTAL, K-8

Kaplan Learning Services
Summerventures-Reading and Writing
Summerventures-Mathematics

Lakeshore Learning

Rigby (HMH Supplemental)
Focus Forward Complete System Pkg

SRA/McGraw Hill
Read to Achieve
SRA Reading Success
SRA Math Skillbuilder

Steck-Vaughn (HMH Supplemental)

Wireless Generation
Burst Reading Licensing/Burst Reading

Wright Group
X-Zone

NOT RECOMMENDED, K-8

Steck Vaughn Imprint
Gateways Levels 1-4

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
SPECIAL EDUCATION, GRADES K-12 (7/1/10-6/30/16)**

Continued

RECOMMENDED BASAL, 9-12

Wright Group/McGraw
Contemporary Science Series

RECOMMENDED SUPPLEMENTAL, 9-12

Kaplan, Inc.
Kaplan Foundations: ACT-Math, Science, and
English

Wright Group/McGraw
Contemporary Foundations

NOT RECOMMENDED, 9-12

Phillip Roy, Inc.
Encyclopedia of Basic Employment and Daily Living Skills
Character Education/Life Skills Curriculum CD-ROM

ARKANSAS DEPARTMENT OF EDUCATION
CURRICULUM, ASSESSMENT, AND RESEARCH
DR. GAYLE POTTER, ASSOCIATE DIRECTOR

RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
ART, GRADES K-12 (7/1/10-6/30/16)

After carefully examining the samples submitted, the State Selection Committee charged with selecting instructional materials for art, grades K-12, recommends that the State Board of Education adopt the textbooks and other instructional materials submitted by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material.

RECOMMENDED BASAL, K-8

Davis Publications, Inc.
Explorations in Art, K-8

Glencoe/McGraw-Hill
Introducing Art
Exploring Art
Understanding Art

Pearson/Scott Foresman
Scott Foresman Art, K-8

RECOMMENDED BASAL, 9-12

Davis Publishing Company
The Visual Experience, 9-12
Discovering Art History
Discovering Drawing

Glencoe/McGraw-Hill
Art Talk
Art in Focus
Creating and Understanding Drawing

Holt McDougal
Gardner's Art through the Ages

Visual & Performing Arts

Glencoe/McGraw-Hill
Exploring Theatre
The Stage and the School
Theatre: Art in Action
Perfection Learning
Basic Drama Projects

RECOMMENDED SUPPLEMENTAL, 9-12

Davis Publishing Company
Experience Clay
Exploring Painting
Beginning Sculpture
Experience Printmaking
Focus on Photography

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
ART, GRADES K-12 (7/1/10-6/30/16)**

Continued

NOT RECOMMENDED

Grades K-8

Pearson/Scott Foresman

Crystal Productions DVD Library: Set A, Artist
DVD – Alexandra Nechita
DVD–Who is the Artist? Degas, Renoir, Cassatt
DVD- Dropping in on Matisse
Chrystal Productions DVD Library: Set B, Art Techniques
DVD – Elements of Design
DVD – Principles of Design
DVD – Sketchbooks: How Artists Use Them
Chrystal Productions DVD Library: Set C, Art Connections
DVD – Lascaux Revised
DVD – Tessellations: How to Create Them
DVD – Threads of Tradition
Crystal Productions DVD Library – Set D, Multimedia
Recycled, Re-seen

Grades 9-12

Davis Publishing Company

The following components of Experience Printmaking
Overhead Transparencies (Set of 12)
Studio Support Masters
Assessment Masters
Vocabulary Masters and Art & Artist Profiles

ARKANSAS DEPARTMENT OF EDUCATION
CURRICULUM, ASSESSMENT, AND RESEARCH
DR. GAYLE POTTER, ASSOCIATE DIRECTOR

RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
MUSIC, GRADES K-12 (7/1/10-6/30/16)

After carefully examining the samples submitted, the State Selection Committee charged with selecting instructional materials for music, grades K-12, recommends that the State Board of Education adopt the textbooks and other instructional materials submitted by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material.

RECOMMENDED BASAL, GRADES K-8

Glencoe/McGraw-Hill

Experiencing Choral Music, Beginning
Student Pack
Unison 2 part/3 part Student Edition
Experiencing Choral Music Beginning

Macmillan/McGraw-Hill

Spotlight on Music

Northeastern Music Publications, Inc.

Simplemente Mariachi

Pearson/Scott Foresman

Selected Materials

RECOMMENDED GRADES 9-12

Glencoe/McGraw-Hill

Experiencing Choral Music Intermediate
Experiencing Choral Music Proficient
Experiencing Choral Music Advanced
Advanced Mixed Voices

**RECOMMENDED SUPPLEMENTAL,
GRADES K-8**

Glencoe/McGraw-Hill

Beginning Sight-Singing Student Edition

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
MUSIC, GRADES K-12 (7/1/10-6/30/16)**

Continued

NOT RECOMMENDED

MACMILLAN/MCGRAW-HILL

Toucan Puppet
Arkansas Music Planner
Electronic Listening Maps
Spotlight on MIDI w/CD-ROM (Single-User)
Help! I'm a Substitute Music Teacher, K-6

NORTHEASTERN MUSIC PUBLICATIONS, INC.

Simply Strings- Double Bass
Simply Strings - Cello
Simply Strings - Viola
Simply Strings - Violin

PATTI DEWITT, INC.

The Singing Musician

SCOTT FORESMAN/PEARSON

Selected Materials

**ARKANSAS DEPARTMENT OF EDUCATION
CURRICULUM, ASSESSMENT, AND RESEARCH
DR. GAYLE POTTER, ASSOCIATE DIRECTOR**

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
AGRICULTURE, GRADES 9-12 (7/1/10-6/30/16)**

After carefully examining the samples submitted, the State Selection Committee charged with selecting instructional materials for agriculture, grades 9-12, recommends that the State Board of Education adopt the textbooks and other instructional materials submitted by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material.

RECOMMENDED

Cengage Learning

Agriscience: Fundamentals & Applications, 6th Ed.
Exploring Agriscience
Science of Agriculture: A Biological Approach
The Science of Animal Agriculture
Modern Livestock & Poultry Production
Introduction to Forestry Science
Managing Our Natural Resources
Agribusiness: Fundamentals & Applications
Welding Principles & Applications
Introductory Horticulture
Landscaping Principles & Practices
Turfgrass Science & Management
The Commercial Greenhouse
Metal Fabrication Technology for Agriculture
Soil Science & Management
Agricultural Mechanics: Fundamentals & Applications

CEV Multimedia, Ltd

Pathway
Introduction to Agriculture
Agribusiness Systems
Food Products/Processing Systems
Power, Structural & Technical Systems
Plant Systems
Agricultural Leadership/Communication Systems
Natural Resources & Environmental Systems
Animal Systems
MPU
Agricultural Explorations
Agriscience
Introduction to Agriculture
Career Guidance & Management in Agriculture
Business, Communication & Management Practices
Finance & Money Management

**RECOMMENDED
SUPPLEMENTAL**

Cengage Learning

Equine Science
Small Animal Care &
Management
Agriculture: Decisions & Dollars
Wildlife & Natural Resource
Management, 2nd Edition

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
AGRICULTURE, GRADES 9-12 (7/1/10-6/30/16)**

Continued

RECOMMENDED BASAL

CEV Multimedia, Ltd

Business, Economics & Marketing Principles
Business Workplace & Employee Operations
Food Processing, Preserving & Packaging
Food Safety, Monitoring & Regulations
Power, Engine & Maintenance
Agriculture Structures & Systems
Tool Identification & Shop Safety
Metal Working, Welding & Cutting
Plant Selection, Identification & Classification
Plants & the Environment
Plant Biology
Plant Production
Landscape/Interior Landscape/Floral Design Practices
Public Speaking, Presentations & Communications
Personal & Professional Development
Communications & Media in Agriculture
Record Book Keeping
Species Management & Identification
Ecological Principles & Management
Aquaculture Science
Forestry Science & Management
Basic Animal Science & Management
Equine Science & Evaluation
Animal Management & Evaluation
Animal Anatomy, Physiology & Health
Animal Reproduction
Small Animal Anatomy & Physiology
Animal Laws & Regulations
Small & Specialty Animal Care

Pearson/Prentice Hall

Agriscience Explorations
Agriscience
Introduction to Livestock & Companion Animals
Introduction to Horticulture
Landscape Design, Construction & Maintenance

**ARKANSAS DEPARTMENT OF EDUCATION
CURRICULUM, ASSESSMENT, AND RESEARCH
DR. GAYLE POTTER, ASSOCIATE DIRECTOR**

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
CAREER AND TECHNICAL EDUCATION, GRADES 8-12 (7/1/10-6/30/16)**

After carefully examining the samples submitted, the State Selection Committee charged with selecting instructional materials for Technical Assistance, grades 9-12, recommends that the State Board of Education adopt the textbooks and other instructional materials submitted by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material. The individual titles submitted by each publisher are on the accompanying pages.

RECOMMENDED BASAL

Cengage Learning

Computer Education
Allied Health
Automotive
Trades
Residential Construction Academy: Basic Principles for Construction
Residential Construction Academy: Masonry, Brick & Block Construction
Plumbing Technology: Design and Installation
Electrical Wiring-Residential
Residential Construction Academy: House Wiring
Introduction to Electronics
Refrigeration & Air Conditioning Technology
Welding Skills: Processes and Practices, Book 1, 2, 3
Engineering Design: An Introduction
Gateway to Engineering
Engineering & Technology
Virtual and Physical Modeling for Engineering Design

EMC Publishing, LLC

Anatomy & Physiology: A Case Study Approach

Glencoe/McGraw-Hill

Introduction to Technology
Automotive Excellence, Vol. 1 and 2
Carpentry & Building Construction
Technology Interactions
Technology Engineering & Design
Mechanical Drawing: Board & Cad Techniques

RECOMMENDED SUPPLEMENTAL

Cengage Learning
Photography for the 21st Century
Carpentry
Residential Construction Academy:
Carpentry
Residential Construction Academy:
Plumbing
Residential Construction Academy:
Electrical Principles
Practical Problems in Mathematics for
Electricians
Residential Construction Academy:
HVAC

Glencoe/McGraw-Hill

Wood Technology & Process
Student Workbook

Goodheart-Willcox

Manufacturing and Automation
Technology
Modern Welding

**The Learning Internet, Inc., dba
"Learning.com"**

EasyTech

Pearson/Prentice Hall (Brady)

First Responder
First Responder: A Skills Approach

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
CAREER AND TECHNICAL EDUCATION, GRADES 8-12 (7/1/10-6/30/16)**

Continued

RECOMMENDED BASAL

Goodheart-Willcox

Architecture: Residential Drafting and Design
Computer Service and Repair
Drafting & Design
Electricity & Electronics
Exploring Drafting
Machining Fundamentals
Modern Automotive Technology
Modern Carpentry
Modern Plumbing
Modern Residential Wiring

Pearson/Prentice Hall (Contren)

Construction Technology: Core Curriculum
Carpentry Level 1 and 2
Drywall Level 1 Trainee Guide
Electrical Level 1 and 2
Contren Connect Level 1 and 2
Electrical Level 1 & 2
Masonry Level 1 and 2
Plumbing Level 1 and 2
Contren Connect Electrical 1 and 2
Contren Connect Plumbing Level 1 and 2
Heating Ventilation, AC, & Refrigeration:
Core Curriculum Trainee Guide Hardcover
Contren Connect Core Trainee with Access code pkg.
HVAC Level 1 Trainee Guide Paperback
HVAC Level 1 and 1 Trainee
Welding Level 1 and 2

Pearson/Prentice Hall

Technology Education: Learning by Design
Health Science Fundamentals: Exploring Career
Pathways
Anatomy Physiology & Disease: An Interactive
Journey for Health Professionals
Medical Terminology: A living Language
Automotive Technology: Principles, Diagnosis
and Service

RECOMMENDED SUPPLEMENTAL

CEV Multimedia

Welding Pathway
Building Trades Pathway
Protective Services Pathway
Welding Tactics MPU
Tool Identification
Career Guidance & Mgt. in Welding
Building Construction MPU
Tool Identification
Planning Effective Construction MPU
Electricity, Plumbing & HVAC MPU
Career Guidance & Management in
the Building Trades
Principles of Law MPU
Foundations of Protective Services
Career Guidance & Management in
Protective Services MPU

Pearson/Prentice Hall (Contren)

Welding Level 1 Trainee Guide 1, 2

NOT RECOMMENDED

Cengage Learning

Masonry Skills

**ARKANSAS DEPARTMENT OF EDUCATION
CURRICULUM, ASSESSMENT, AND RESEARCH
DR. GAYLE POTTER, ASSOCIATE DIRECTOR**

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
FAMILY AND CONSUMER SCIENCE, GRADES 8-12 (7/1/10-6/30/16)**

After carefully examining the samples submitted, the State Selection Committee charged with selecting instructions materials for family and consumer science, grades 9-12, recommends that the State Board of Education adopt the textbooks and other instructional materials submitted by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material.

**RECOMMENDED
BASAL**

Cengage Learning

Economic Education for Consumers
Milady's Standard Cosmetology

Glencoe/McGraw-Hill

Discovering Life Skills
Applying Life Skills
Food, Nutrition & Wellness
Food for Today
Culinary Essentials
Clothing: Fashion, Fabrics, and Construction
Families Today
The Developing Child
Parenting Rewards & Responsibilities
Child & Adult Care Professionals
Consumer Education and Economics
Homes & Interiors

Goodheart-Willcox Co., Inc.

Building Life Skills
Children: The Early Years
Clothes & Your Appearance
Contemporary Living
The Culinary Professional
Guide to Good Food
Housing Decisions
Nutrition, Food and Fitness
Parents and Their Children
Principles of Food Service
Skills for Living
Strengthening Family & Self
Teen Life

**RECOMMENDED
SUPPLEMENTAL**

CEV Multimedia, LTD

Introduction to FCS Pathway
Consumer Economics & Management
Pathway
Child Development Pathway
Food Production,
Textiles & Apparel Pathway
Interior/Environmental Design Pathway
Life & Career Management Pathway
Nutrition & Food Science Pathway
Skills for Living MPU
Career Guidance & Management in FCS
Consumer Habits, Trends & Technology MPU
Financial & Future Planning MPU
Leadership & Personal Development MPU
Family Life MPU
Career Preparation: Human Services MPU
Parenting MPU
Child Care & Learning Environments MPU
Child Health & Safety MPU
Developmental Stages, Growth...
Diversity and Special Needs
Career Preparation: Education & Training,
Food Safety
Basic Nutrition & Food Science
Food industries & Activities MPU
Food Planning...
Food Processes & Operations MPU
Career Preparation: Hospitality...
Career Preparation: Food Science
Apparel & Textile Management MPU
Fashion Design Principles MPU

**RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
FAMILY AND CONSUMER SCIENCE, GRADES 8-12 (7/1/10-6/30/16)**

Continued

**RECOMMENDED
BASAL**

Goodheart-Willcox, cont.
Working with Young Children,
Working with Young Children,
Spanish Edition

Pearson/Prentice Hall
Introduction to Culinary Arts
Food & Nutrition for You

NOT RECOMMENDED

Cengage Learning
Standard Cosmetology-Spanish Edition 2008

**RECOMMENDED
SUPPLEMENTAL**

EV Multimedia, cont.
Merchandising, Buying & Selling MPU
Design Principles, Tools & Practices MPU
Floral Design, Arrangements & Principles
Housing Design & Decisions MPU
Food Foundations & Scientific Practices
Personal & Family Development MPU

Cengage Learning
Introduction to Successful Restaurant
Management
Fashion: From Concept to Consumer

Goodheart-Willcox Co., Inc.
Careers in Focus
from School to Work
Goals for Living
Learning for Earning

Practical Guide Publishing, LLC
That's What It Means: A Practical Guide
to Everyday Financial Terms

Pearson/Prentice Hall
Personal Financial Literacy

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

ISBN OR CODE NO	TITLE	COPY RIGHT	EDITION	Grade	Wholesale Price
KAPLAN LEARNING SERVICES					
9781580595863	MOMENTUM MATH - VOLUME 1: PLACE VALUE & WHOLE NUMBER OPERATIONS - STUDENT VOLUME SET	2007	1st	4-8	\$26.00
9781580594522	MOMENTUM MATH - VOLUME 1: BOOK 1 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594530	MOMENTUM MATH - VOLUME 1: BOOK 2 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594549	MOMENTUM MATH - VOLUME 1: BOOK 3 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594662	MOMENTUM MATH - VOLUME 1: PLACE VALUE & WHOLE NUMBER OPERATIONS - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2007	1st	4-8	\$40.00
9781580595901	MOMENTUM MATH - VOLUME 2: FRACTIONS AND DECIMALS - STUDENT VOLUME SET	2007	1st	4-8	\$26.00
9781580594551	MOMENTUM MATH - VOLUME 2: BOOK 1 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594565	MOMENTUM MATH - VOLUME 2: BOOK 2 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594573	MOMENTUM MATH - VOLUME 2: BOOK 3 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594697	MOMENTUM MATH - VOLUME 2: FRACTIONS AND DECIMALS - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2007	1st	4-8	\$40.00
9781580595871	MOMENTUM MATH - VOLUME 3: PROPORTIONS AND RATIONAL NUMBERS - STUDENT VOLUME SET	2007	1st	4-8	\$26.00
9781580594060	MOMENTUM MATH - VOLUME 3: BOOK 1 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594611	MOMENTUM MATH - VOLUME 3: BOOK 2 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594581	MOMENTUM MATH - VOLUME 3: BOOK 3 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594735	MOMENTUM MATH - VOLUME 3: PROPORTIONS AND RATIONAL NUMBERS - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2007	1st	4-8	\$40.00
9781580595928	MOMENTUM MATH - VOLUME 4: PRE-ALGEBRA - STUDENT VOLUME SET	2007	1st	4-8	\$26.00
9781580594638	MOMENTUM MATH - VOLUME 4: BOOK 1 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594646	MOMENTUM MATH - VOLUME 4: BOOK 2 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594654	MOMENTUM MATH - VOLUME 4: BOOK 3 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2007	1st	4-8	\$8.50
9781580594751	MOMENTUM MATH - VOLUME 4: PRE-ALGEBRA - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2007	1st	4-8	\$40.00
9781580595889	MOMENTUM MATH - VOLUME 5: MEASUREMENT AND GEOMETRY - STUDENT VOLUME SET	2008	1st	4-8	\$26.00
9781580596794	MOMENTUM MATH - VOLUME 5: BOOK 1 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2008	1st	4-8	\$8.50
9781580596800	MOMENTUM MATH - VOLUME 5: BOOK 2 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2008	1st	4-8	\$8.50

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781580596817	MOMENTUM MATH - VOLUME 5: BOOK 3 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2008	1st	4-8	\$8.50
9781580596824	MOMENTUM MATH - VOLUME 5: MEASUREMENT AND GEOMETRY - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2008	1st	4-8	\$40.00
9781580597548	MOMENTUM MATH - VOLUME 6: DATA ANALYSIS AND PROBABILITY - STUDENT VOLUME SET	2009	1st	4-8	\$26.00
9781580597517	MOMENTUM MATH - VOLUME 6: BOOK 1 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2009	1st	4-8	\$8.50
9781580597524	MOMENTUM MATH - VOLUME 6: BOOK 2 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2009	1st	4-8	\$8.50
9781580597531	MOMENTUM MATH - VOLUME 6: BOOK 3 - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2009	1st	4-8	\$8.50
9781580597562	MOMENTUM MATH - VOLUME 6: DATA ANALYSIS AND PROBABILITY - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2009	1st	4-8	\$40.00
9781580597579	MOMENTUM MATH - EXAMVIEW ASSESSMENT SUITE	2009	1st	4-8	\$149.00
9781580594794	MOMENTUM MATH - REVIEW AND PRACTICE COMPANION	2009	1st	4-8	\$40.00
9781580595448	MOMENTUM MATH - ASSESSMENT COMPANION	2009	1st	4-8	\$40.00
9781580597258	TEXTCONNECTIONS - LEVEL GREEN - CLASSROOM SET (25 STUDENT EDITIONS, 1 TEACHER KIT)	2008	1st	6-8	\$1,370.00
9781580596718	TEXTCONNECTIONS - LEVEL GREEN - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2008	1st	6-8	\$39.00
1580596622	TEXTCONNECTIONS - LEVEL GREEN - ADDITIONAL, INDIVIDUAL TEACHER KIT	2008	1st	6-8	\$395.00
9781580597265	TEXTCONNECTIONS - LEVEL MAGENTA- CLASSROOM SET (25 STUDENT EDITIONS, 1 TEACHER KIT)	2008	1st	6-8	\$1,370.00
9781580596749	TEXTCONNECTIONS - LEVEL MAGENTA - ADDITIONAL, INDIVIDUAL STUDENT EDITION	2008	1st	6-8	\$39.00
9781580595375	TEXTCONNECTIONS - MAGENTA - ADDITIONAL INDIVIDUAL TEACHER KIT	2008	1st	6-8	\$395.00
SRA/MCGRAW-HILL					
	READING MASTERY SIGNATURE EDITION				
9780076122158	Reading Strand: Storybook	2008	6th	K	\$28.80
9780076122080	Reading Strand: Workbook A	2008	6th	K	\$9.72
9780076122103	Reading Strand: Workbook B	2008	6th	K	\$9.72
9780076122110	Reading Strand: Workbook C	2008	6th	K	\$9.72
9780076122264	Reading Strand: Curriculum-Based Assessment and Fluency Student Book (Pkg. of 15)	2008	6th	K	\$51.75
9780076121915	Reading Strand: Teacher Classroom Package	2008	6th	K	\$579.00
9780076122202	Reading Strand: Teacher Guide	2008	6th	K	\$28.20
9780076122400	Reading Strand: SRA Lesson Connections	2008	6th	K	\$129.00
9780076122455	Reading Strand: Teaching Tutor Reading CD-ROM	2008	6th	K	\$63.90
9780076122349	Reading Strand: Practice and Review CD-ROM	2008	6th	K	\$48.60
9780076124428	Reading Strand: Independent Readers (6 each of 10 titles)	2008	6th	K	\$264.90

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9780076122172	Reading Strand: Seatwork Blackline Masters	2008	6th	K	\$57.99
9780076234851	Reading Strand: Differentiated Reinforcement Fluency Program	2008	6th	K	\$29.70
9780076122295	Reading Strand: Skills Profile Folders (Pkg. of 15)	2008	6th	K	\$29.70
9780076208630	Reading Strand: Practice Decodable Stories Takehome Book	2008	6th	K	\$11.49
9780076208531	Reading Strand: Practice Decodable Stories Blackline Masters	2008	6th	K	\$30.00
9780076122424	Reading Strand: Practicing Standardized Test Formats (BLMs)	2008	6th	K	\$34.50
9780076122363	Literature Strand: Literature Guide	2008	6th	K	\$22.20
9780076126422	Literature Strand: Literature Collection (9 titles)	2008	6th	K	\$79.80
9780076122486	Literature Strand: SRA Read-Aloud Library Teacher's Edition	2008	6th	K	\$75.00
9780076122479	Literature Strand: SRA Read-Aloud Library (1 each of 30 titles)	2008	6th	K	\$360.00
9780076124589	Reading Strand: Storybook 1	2008	6th	1	\$32.70
9780076124596	Reading Strand: Storybook 2	2008	6th	1	\$32.70
9780076124619	Reading Strand: Workbook A	2008	6th	1	\$9.72
9780076124626	Reading Strand: Workbook B	2008	6th	1	\$9.72
9780076124633	Reading Strand: Workbook C	2008	6th	1	\$9.72
9780076124701	Reading Strand: Curriculum-Based Assessment and Fluency				
	Student Book (Pkg. of 15)	2008	6th	1	\$51.75
9780076124473	Reading Strand: Teacher Classroom Package	2008	6th	1	\$579.00
9780076124657	Reading Strand: Teacher Guide	2008	6th	1	\$28.20
9780076124749	Reading Strand: SRA Lesson Connections	2008	6th	1	\$129.00
9780076124718	Reading Strand: Teaching Tutor Reading CD-ROM	2008	6th	1	\$63.90
9780076124725	Reading Strand: Practice and Review CD-ROM	2008	6th	1	\$48.60
9780076124831	Reading Strand: Independent Readers (6 each of 10 titles)	2008	6th	1	\$264.90
9780076124732	Reading Strand: Seatwork Blackline Masters	2008	6th	1	\$57.99
9780076234868	Reading Strand: Differentiated Reinforcement Fluency Program	2008	6th	1	\$29.70
9780076124688	Reading Strand: Skills Profile Folders (Pkg. of 15)	2008	6th	1	\$29.70
9780076124817	Reading Strand: Practice Decodable Stories Takehome Book	2008	6th	1	\$11.49
9780076124824	Reading Strand: Practice Decodable Stories Blackline Masters	2008	6th	1	\$30.00
9780076124794	Reading Strand: Practicing Standardized Test Formats (BLMs)	2008	6th	1	\$34.50
9780076124671	Literature Strand: Literature Guide	2008	6th	1	\$22.20
9780076122493	Literature Strand: Literature Collection (10 titles)	2008	6th	1	\$87.90
9780076124916	Literature Strand: SRA Read-Aloud Library Teacher's Edition	2008	6th	1	\$75.00
	READING MASTERY SIGNATURE EDITION (continued)				
9780076124909	Literature Strand: SRA Read-Aloud Library (1 each of 30 titles)	2008	6th	1	\$360.00
9780076124602	Transition 1-2 Textbook	2008	6th	1-2	\$29.40
9780076124640	Transition 1-2 Workbook	2008	6th	1-2	\$8.97
9780076124565	Transition 1-2 Presentation Book	2008	6th	1-2	\$139.80
9780076125418	Reading/Literature Strands: Textbook A	2008	6th	2	\$35.40
9780076125425	Reading/Literature Strands: Textbook B	2008	6th	2	\$35.40

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9780076125432	Reading/Literature Strands: Textbook C	2008	6th	2	\$35.40
9780076125449	Reading/Literature Strands: Literature Anthology	2008	6th	2	\$38.40
9780076125456	Reading/Literature Strands: Workbook A	2008	6th	2	\$9.72
9780076125463	Reading/Literature Strands: Workbook B	2008	6th	2	\$9.72
9780076125470	Reading/Literature Strands: Workbook C	2008	6th	2	\$9.72
9780076125531	Reading/Literature Strands: Curriculum-Based Assessment				
	and Fluency Student Book (Pkg. of 15)	2008	6th	2	\$51.75
9780076125319	Reading/Literature Strands: Teacher Classroom Package	2008	6th	2	\$378.00
9780076125487	Reading/Literature Strands: Teacher Guide	2008	6th	2	\$28.20
9780076125500	Reading/Literature Strands: Literature Guide	2008	6th	2	\$29.70
9780076125562	Reading Strand: SRA Lesson Connections	2008	6th	2	\$129.00
9780076125616	Reading/Literature Strands: Practice and Review CD-ROM	2008	6th	2	\$48.60
9780076125609	Reading/Literature Strands: Research Projects CD-ROM	2008	6th	2	\$39.90
9780076125623	Reading/Literature Strands: Practicing Standardized Test Formats (BLMs)	2008	6th	2	\$34.50
9780076125814	Reading/Literature Strands: Textbook A	2008	6th	3	\$40.50
9780076125821	Reading/Literature Strands: Textbook B	2008	6th	3	\$40.50
9780076125838	Reading/Literature Strands: Literature Anthology	2008	6th	3	\$38.40
9780076125845	Reading/Literature Strands: Workbook A	2008	6th	3	\$10.56
9780076125852	Reading/Literature Strands: Workbook B	2008	6th	3	\$10.56
9780076125913	Reading/Literature Strands: Curriculum-Based Assessment and				
	Fluency Student Book (Pkg. of 15)	2008	6th	3	\$51.75
9780076125739	Reading/Literature Strands: Teacher Classroom Package	2008	6th	3	\$360.00
9780076125869	Reading/Literature Strands: Teacher Guide	2008	6th	3	\$28.20
9780076125883	Reading/Literature Strands: Literature Guide	2008	6th	3	\$29.70
9780076125920	Reading Strand: SRA Lesson Connections	2008	6th	3	\$99.60
9780076125982	Reading/Literature Strands: Practice and Review CD-ROM	2008	6th	3	\$48.60
9780076125975	Reading/Literature Strands: Research Projects CD-ROM	2008	6th	3	\$39.90
9780076125999	Reading/Literature Strands: Practicing Standardized Test Formats (BLMs)	2008	6th	3	\$34.50
9780076126224	Reading/Literature Strands: Textbook A	2008	6th	4	\$40.50
9780076126231	Reading/Literature Strands: Textbook B	2008	6th	4	\$40.50
9780076126248	Reading/Literature Strands: Literature Anthology	2008	6th	4	\$38.40
9780076126255	Reading/Literature Strands: Workbook	2008	6th	4	\$12.99
9780076126316	Reading/Literature Strands: Test Books (Pkg. of 15)	2008	6th	4	\$51.75
9780076126149	Reading/Literature Strands: Teacher Classroom Package	2008	6th	4	\$360.00
9780076126262	Reading/Literature Strands: Teacher Guide	2008	6th	4	\$28.20
9780076126286	Reading/Literature Strands: Literature Guide	2008	6th	4	\$29.70
9780076126347	Reading Strand: SRA Lesson Connections	2008	6th	4	\$99.60
9780076126385	Reading/Literature Strands: Practice and Review CD-ROM	2008	6th	4	\$48.60
9780076126378	Reading/Literature Strands: Research Projects CD-ROM	2008	6th	4	\$39.90
9780076126392	Reading/Literature Strands: Practicing Standardized Test Formats (BLMs)	2008	6th	4	\$34.50

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9780076126569	Reading/Literature Strands: Textbook A	2008	6th	5	\$40.50
9780076126576	Reading/Literature Strands: Textbook B	2008	6th	5	\$40.50
9780076126583	Reading/Literature Strands: Literature Anthology	2008	6th	5	\$38.40
9780076126590	Reading/Literature Strands: Workbook	2008	6th	5	\$12.99
	READING MASTERY SIGNATURE EDITION (continued)				
9780076126651	Reading/Literature Strands: Test Books (Pkg. of 15)	2008	6th	5	\$51.75
9780076126484	Reading/Literature Strands: Teacher Classroom Package	2008	6th	5	\$360.00
9780076126606	Reading/Literature Strands: Teacher Guide	2008	6th	5	\$28.20
9780076126620	Reading/Literature Strands: Literature Guide	2008	6th	5	\$29.70
9780076126668	Reading Strand: Lesson Connections	2008	6th	5	\$99.60
9780076126729	Reading/Literature Strands: Practice and Review Activities CD-ROM	2008	6th	5	\$48.60
9780076126712	Reading/Literature Strands: Research Projects CD-ROM	2008	6th	5	\$39.90
9780076126736	Reading/Literature Strands: Practice Standardized Test Formats (BLMs)	2008	6th	5	\$34.50
9780076094431	Reading Strand: SRA Lesson Connections Phonemic Awareness Picture Cards	2008	6th	K-1	\$59.97
9780076125593	Reading/Literature Strands: Reading Grades 2-5 Teaching Tutor CD-ROM	2008	6th	2-5	\$63.90
9780076088706	Reading/Literature Strands: SRAInformationStation.com (per student)	2008	6th	K-5	\$6.99
9780076126750	Reading/Literature Strands Series Guide	2008	6th	K-5	\$28.20
9780076122127	Language Arts Strand: Workbook A/B	2008	6th	K	\$9.78
9780076122141	Language Arts Strand: Workbook C/D	2008	6th	K	\$9.78
9780076121939	Language Arts Strand: Teacher Classroom Package	2008	6th	K	\$660.00
9780076122226	Language Arts Strand: Teacher Guide	2008	6th	K	\$28.20
9780076122301	Language Arts Strand: Skills Profile Folders (Pkg. of 15)	2008	6th	K	\$29.70
9780076124862	Language Arts Strand: Workbook	2008	6th	1	\$11.79
9780076124497	Language Arts Strand: Teacher Classroom Package	2008	6th	1	\$299.70
9780076124879	Language Arts Strand: Teacher Guide	2008	6th	1	\$28.20
9780076234844	Language Arts Strand: Additional Language Assessment Handbook	2008	6th	1	\$18.00
9780076125661	Language Arts Strand: Textbook	2008	6th	2	\$19.20
9780076125678	Language Arts Strand: Workbook	2008	6th	2	\$11.79
9780076125333	Language Arts Strand: Teacher Classroom Package	2008	6th	2	\$199.80
9780076125685	Language Arts Strand: Teacher Guide	2008	6th	2	\$28.20
9780076126088	Language Arts Strand: Textbook	2008	6th	3	\$29.70
9780076126095	Language Arts Strand: Workbook	2008	6th	3	\$11.19
9780076125753	Language Arts Strand: Teacher Classroom Package	2008	6th	3	\$199.80
9780076126101	Language Arts Strand: Teacher Guide	2008	6th	3	\$28.20
9780076126439	Language Arts Strand: Textbook	2008	6th	4	\$39.90
9780076126163	Language Arts Strand: Teacher Classroom Package	2008	6th	4	\$199.80
9780076126446	Language Arts Strand: Teacher Guide	2008	6th	4	\$28.20
9780076126798	Language Arts Strand: Textbook	2008	6th	5	\$39.90

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9780076126507	Language Arts Strand: Teacher Classroom Package	2008	6th	5	\$199.80
9780076126811	Language Arts Strand: Teacher Guide	2008	6th	5	\$28.20
9780076122462	Language Arts Strand: Teaching Tutor CD-ROM	2008	6th	K-1	\$63.90
9780076125708	Language Arts Strand: Teaching Tutor CD-ROM	2008	6th	2-5	\$63.90
9780076126767	Language Arts Strand Series Guide	2008	6th	K-5	\$28.20
9780076235254	eSuite for Reading Mastery Signature Edition	2008	1st	K-5	\$59.70
	SPELLING MASTERY				
9780076044818	Student Workbook, Level A	2007	4th	1	\$9.39
9780076044887	Teacher Classroom Package, Level A	2007	4th	1	\$145.50
9780076044931	Additional i4 Software Single Instructor Version, Level A	2007	4th	1	\$69.00
9780076044993	Additional i4 Software Local Area Network (LAN) Version, Level A	2007	4th	1	\$241.50
9780076044825	Student Workbook, Level B	2007	4th	2	\$12.78
9780076044276	Teacher Classroom Package, Level B	2007	4th	2	\$169.80
9780076044948	Additional i4 Software Single Instructor Version, Level B	2007	4th	2	\$69.00
9780076045006	Additional i4 Software Local Area Network (LAN) Version, Level B	2007	4th	2	\$241.50
9780076044832	Student Workbook, Level C	2007	4th	3	\$12.78
9780076044894	Teacher Classroom Package, Level C	2007	4th	3	\$169.80
9780076044283	Additional i4 Software Single Instructor Version, Level C	2007	4th	3	\$69.00
9780076045013	Additional i4 Software Local Area Network (LAN) Version, Level C	2007	4th	3	\$241.50
9780076044849	Student Workbook, Level D	2007	4th	4	\$12.78
9780076044900	Teacher Classroom Package, Level D	2007	4th	4	\$169.80
9780076044955	Additional i4 Software Single Instructor Version, Level D	2007	4th	4	\$69.00
9780076045020	Additional i4 Software Local Area Network (LAN) Version, Level D	2007	4th	4	\$241.50
9780076044856	Student Workbook, Level E	2007	4th	5	\$12.78
9780076044917	Teacher Classroom Package, Level E	2007	4th	5	\$169.80
9780076044962	Additional i4 Software Single Instructor Version, Level E	2007	4th	5	\$69.00
9780076045037	Additional i4 Software Local Area Network (LAN) Version, Level E	2007	4th	5	\$241.50
9780076044863	Student Workbook, Level F	2007	4th	6	\$12.78
9780076044924	Teacher Classroom Package, Level F	2007	4th	6	\$169.80
9780076044979	Additional i4 Software Single Instructor Version, Level F	2007	4th	6	\$69.00
9780076045044	Additional i4 Software Local Area Network (LAN) Version, Level F	2007	4th	6	\$241.50
9780076044870	Series Guide	2007	4th	1-6	\$28.20
	SRA NUMBER WORLDS				
9780076123582	Level I Number Sense 5 Pack	2008	1st	6-7	\$29.10
9780076123599	Level I Operation Sense & Computation 5 Pack	2008	1st	6-7	\$29.10
9780076123605	Level I Proportional Reasoning 5 Pack	2008	1st	6-7	\$29.10
9780076123612	Level I Algebra 5 Pack	2008	1st	6-7	\$29.10
9780076123629	Level I Geometry & Measurement 5 Pack	2008	1st	6-7	\$29.10
9780076123636	Level I Data Analysis & Applications 5 Pack	2008	1st	6-7	\$29.10
9780076123643	Level I Complete Set Student Books (30 Pack)	2008	1st	6-7	\$135.18
9780076122875	Level I Intervention Package	2008	1st	6-7	\$655.20
9780076176861	Level I Plus Pack	2008	1st	6-7	\$108.15

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9780076145447	Level I Teacher Edition	2008	1st	6-7	\$176.79
9780076123957	Level I Assessment BLM	2008	1st	6-7	\$78.00
9780076145218	Level I Practice BLM	2008	1st	6-7	\$51.99
9780076145416	Level I eTextbook CD	2008	1st	6-7	\$32.46
9780076123841	Level I Instructional Activity Cards	2008	1st	6-7	\$103.98
9780076124145	Level I English Learner Support Guide	2008	1st	6-7	\$78.00
9780076123650	Level J Number Sense 5 Pack	2008	1st	7-8	\$29.10
9780076123667	Level J Expressions and Equations 5 Pack	2008	1st	7-8	\$29.10
9780076123674	Level J Rational Numbers and Proportional Reasoning 5 Pk	2008	1st	7-8	\$29.10
9780076123681	Level J Algebra: Functions and Graphs 5 Pack	2008	1st	7-8	\$29.10
9780076123698	Level J Geometry & Measurement 5 Pack	2008	1st	7-8	\$29.10
9780076123704	Level J Data Analysis and Applications 5 Pack	2008	1st	7-8	\$29.10
9780076123711	Level J Complete Set Student Books (30 Pack)	2008	1st	7-8	\$135.18
9780076122882	Level J Intervention Package	2008	1st	7-8	\$655.20
9780076176878	Level J Plus Pack	2008	1st	7-8	\$108.15
9780076145454	Level J Teacher Edition	2008	1st	7-8	\$176.79
9780076123964	Level J Assessment BLM	2008	1st	7-8	\$78.00
9780076145225	Level J Practice BLM	2008	1st	7-8	\$51.99
9780076145423	Level J eTextbook CD	2008	1st	7-8	\$32.46
9780076123858	Level J Instructional Activity Cards	2008	1st	7-8	\$103.98
9780076124152	Level J English Learner Support Guide	2008	1st	7-8	\$78.00
9780076216475	Magnetic Number Line (package of 5) (Levels A-J)	2007	1st	K-8	\$68.49
9780076053575	eAssess CD-ROM (Levels A-H)	2007	1st	K-6	\$169.98
9780076145317	Building Blocks CD-ROM (Levels A-H)	2007	1st	K-6	\$75.00
9780076059706	eMath Tools CD-ROM (Levels A-J)	2007	1st	K-8	\$78.00
9780076124220	Number Knowledge Test (Levels I-J)	2008	1st	K-8	\$10.38
9780076124251	Vocabulary Card Package I (Levels I-J)	2008	1st	K-8	\$99.00
9780076124268	Vocabulary Card Package II (Levels I-J)	2008	1st	K-8	\$99.00
9780076179589	Building Blocks Online Site License, 1-year, per student (Levels A-H)	2008	1st	K-8	\$10.80
	SRA ALGEBRA READINESS				
9780076149292	Student Edition	2008	1st	7-8	\$35.88
9780076145461	Teacher Edition	2008	1st	7-8	\$171.60
9780076123865	Instructional Activity Cards	2008	1st	7-8	\$99.84
9780076122899	Manipulative Kit	2008	1st	7-8	\$166.38
9780076123971	Assessment BLM	2008	1st	7-8	\$74.88
9780076145232	Practice BLM	2008	1st	7-8	\$51.99
9780076124169	English Learner Support Guide	2008	1st	7-8	\$78.00
9780076145287	eAssess CD-ROM	2008	1st	7-8	\$199.98
9780076145430	eTextbook CD-ROM	2008	1st	7-8	\$35.88
9780076059706	eMathTools CD-ROM	2008	1st	7-8	\$78.00
	SRA SNAPSHOTS SIMPLY SCIENCE				
9780076224760	Teacher Classroom Kit	2009	1st	1	\$599.97
9780076224524	Teacher's Idea Book	2009	1st	1	\$124.98
9780076224777	Technology Package	2009	1st	1	\$349.98
9780076224401	Read-Aloud Books (Pkg. of 9)	2009	1st	1	\$99.00
9780076224562	Vocabulary & Photo Routine Cards	2009	1st	1	\$99.00
9780076224784	Teacher Classroom Kit	2009	1st	2	\$599.97
9780076224692	Teacher's Idea Book	2009	1st	2	\$124.98
9780076224791	Technology Package	2009	1st	2	\$349.98
9780076224593	Read-Aloud Books (Pkg. of 9)	2009	1st	2	\$99.00
9780076224739	Vocabulary & Photo Routine Cards	2009	1st	2	\$99.00
	SRA SNAPSHOTS VIDEO SCIENCE				
9780076096794	Student Edition Level A	2008	1st	3	\$16.59

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9780076096923	Teacher Resource Package Level A	2008	1st	3	\$363.99
9780076096824	Teacher's Guide Level A	2008	1st	3	\$41.58
9780076096855	Teacher's Resource Book Level A	2008	1st	3	\$129.99
9780076096893	DVD Set Level A	2008	1st	3	\$310.95
9780076096800	Student Edition Level B	2008	1st	4	\$16.59
9780076096930	Teacher Resource Package Level B	2008	1st	4	\$363.99
9780076096831	Teacher's Guide Level B	2008	1st	4	\$41.58
9780076096862	Teacher's Resource Book Level B	2008	1st	4	\$129.99
9780076096909	DVD Set Level B	2008	1st	4	\$310.95
9780076096817	Student Edition Level C	2008	1st	5	\$16.59
9780076096947	Teacher Resource Package Level C	2008	1st	5	\$363.99
9780076096848	Teacher's Guide Level C	2008	1st	5	\$41.58
9780076096879	Teacher's Resource Book Level C	2008	1st	5	\$129.99
9780076096916	DVD Set Level C	2008	1st	5	\$310.95
9780076096886	Teacher Support CD-ROMs Levels A-C	2008	1st	3-5	\$171.60
	CORRECTIVE READING				
9780076112067	Student Workbook - Level A - Decoding	2008	1st	3-8	\$8.97
9780076112128	Teacher Classroom Package - Level A - Decoding	2008	1st	3-8	\$238.50
9780076112074	Teacher Guide - Level A Decoding	2008	1st	3-8	\$19.50
9780076112142	Additional Practice and Review Activities CD-ROM - Level A - Decoding	2008	1st	3-8	\$39.90
9780076112098	Teacher's Resource Book - Level A - Decoding	2008	1st	3-8	\$32.70
9780076112135	Enrichment Blackline Masters - Level A - Decoding	2008	1st	3-8	\$55.29
9780076112111	Standardized Test Practice Blackline Masters - Level A - Decoding	2008	1st	3-8	\$37.50
9780076112159	Student Book - Level B1 - Decoding	2008	1st	3-8	\$26.70
9780076112166	Student Workbook - Level B1 - Decoding	2008	1st	3-8	\$7.98
9780076112227	Teacher Classroom Package - Level B1 - Decoding	2008	1st	3-8	\$163.80
9780076112173	Teacher Guide - Level B1 - Decoding	2008	1st	3-8	\$19.50
9780076112241	Additional Practice and Review Activities CD-ROM - Level B1 - Decoding	2008	1st	3-8	\$39.90
9780076235223	Fluency Reinforcement Program	2008	1st	3-8	\$29.70
9780076112197	Teacher's Resource Book - Level B1 - Decoding	2008	1st	3-8	\$32.70
9780076112234	Enrichment Blackline Masters - Level B1 - Decoding	2008	1st	3-8	\$55.29
9780076112210	Standardized Test Practice Blackline Masters - Level B1 - Decoding	2008	1st	3-8	\$37.50
9780076112265	Student Book - Level B2 - Decoding	2008	1st	3-8	\$26.70
9780076112272	Student Workbook - Level B2 - Decoding	2008	1st	3-8	\$7.98
9780076112333	Teacher Classroom Package - Level B2 - Decoding	2008	1st	3-8	\$163.80
9780076112289	Teacher Guide - Level B2 - Decoding	2008	1st	3-8	\$19.50
9780076112357	Additional Practice and Review Activities CD-ROM - Level B2 - Decoding	2008	1st	3-8	\$39.90
9780076235230	Fluency Reinforcement Program	2008	1st	3-8	\$29.70
9780076112302	Teacher's Resource Book - Level B2 - Decoding	2008	1st	3-8	\$49.20
9780076112340	Enrichment Blackline Masters - Level B2 - Decoding	2008	1st	3-8	\$55.29
9780076112326	Standardized Test Practice Blackline Masters - Level B2 - Decoding	2008	1st	3-8	\$37.50
9780076112388	Student Book - Level C - Decoding	2008	1st	3-8	\$37.80
9780076112395	Student Workbook - Level C - Decoding	2008	1st	3-8	\$14.10

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9780076112456	Teacher Classroom Package - Level C - Decoding	2008	1st	3-8	\$264.60
9780076112401	Teacher Guide - Level C - Decoding	2008	1st	3-8	\$19.50
9780076112470	Additional Practice and Review Activities CD-ROM - Level C - Decoding	2008	1st	3-8	\$48.60
9780076112425	Teacher's Resource Book - Level C - Decoding	2008	1st	3-8	\$74.70
9780076112463	Enrichment Blackline Masters - Level C - Decoding	2008	1st	3-8	\$74.76
9780076112449	Standardized Test Practice Blackline Masters - Level C - Decoding	2008	1st	3-8	\$44.25
9780076112524	Teaching Tutor Decoding CD-ROM	2008	1st	3-8	\$63.90
9780076111596	Student Workbook - Level A - Comprehension	2008	1st	3-8	\$8.97
9780076111671	Teacher Classroom Package - Level A - Comprehension	2008	1st	3-8	\$238.50
9780076111626	Teacher Guide - Level A - Comprehension	2008	1st	3-8	\$19.50
9780076111695	Additional Practice & Review Activities CD-ROM - Level A - Comprehension	2008	1st	3-8	\$39.90
9780076111640	Teacher's Resource Book - Level A - Comprehension	2008	1st	3-8	\$49.20
9780076111664	Standardized Test Practice Blackline Masters - Level A - Comprehension	2008	1st	3-8	\$37.50
9780076111619	Workbook - Level A - Comprehension - Fast Cycle	2008	1st	3-8	\$5.97
9780076111602	Teacher Presentation Book - Level A - Comprehension - Fast Cycle	2008	1st	3-8	\$145.20
9780076111718	Student Workbook - Level B1 - Comprehension	2008	1st	3-8	\$13.98
9780076111794	Teacher Classroom Package - Level B1 - Comprehension	2008	1st	3-8	\$163.80
9780076111749	Teacher Guide - Level B1 - Comprehension	2008	1st	3-8	\$19.50
9780076111824	Additional Practice & Review Activities CD-ROM - Level B1 - Comprehension	2008	1st	3-8	\$39.90
9780076111763	Teacher's Resource Book - Level B1 - Comprehension	2008	1st	3-8	\$49.20
9780076111817	Enrichment Blackline Masters - Level B1 - Comprehension	2008	1st	3-8	\$55.29
9780076111787	Standardized Test Practice Blackline Masters - Level B1 - Comprehension	2008	1st	3-8	\$37.50
9780076111732	Workbook - Level B1 - Comprehension - Fast Cycle	2008	1st	3-8	\$11.28
9780076111725	Teacher Classroom Package - Level B1 Fast Cycle	2008	1st	3-8	\$145.20
9780076111848	Student Workbook - Level B2 - Comprehension	2008	1st	3-8	\$15.99
9780076111893	Teacher Classroom Package - Level B2 - Comprehension	2008	1st	3-8	\$163.80
9780076113996	Teacher Guide - Level B2 - Comprehension	2008	1st	3-8	\$19.50
9780076111916	Additional Practice & Review Activities CD-ROM - Level B2 - Comprehension	2008	1st	3-8	\$39.90
9780076111862	Teacher's Resource Book - Level B2 - Comprehension	2008	1st	3-8	\$49.20
9780076111909	Enrichment Blackline Masters - Level B2 - Comprehension	2008	1st	3-8	\$55.29
9780076111886	Standardized Test Practice Blackline Masters - Level B2 - Comprehension	2008	1st	3-8	\$37.50
9780076111947	Student Book - Level C - Comprehension	2008	1st	3-8	\$37.80
9780076111954	Student Workbook - Level C - Comprehension	2008	1st	3-8	\$19.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9780076112012	Teacher Classroom Package - Level C - Comprehension	2008	1st	3-8	\$264.60
9780076111961	Teacher's Guide - Level C - Comprehension	2008	1st	3-8	\$28.20
9780076112036	Additional Practice & Review Activities CD-ROM - Level C - Comprehension	2008	1st	3-8	\$48.60
9780076112029	Enrichment Blackline Masters - Level C - Comprehension	2008	1st	3-8	\$74.76
9780076112005	Standardized Test Practice Blackline Masters - Level C - Comprehension	2008	1st	3-8	\$44.25
9780076111985	Teacher's Resource Book - Level C - Comprehension	2008	1st	3-8	\$74.70
9780076112616	Content Connections - Level A	2008	1st	3-8	\$30.00
9780076112623	Content Connections - Level B1	2008	1st	3-8	\$30.00
9780076112630	Content Connections - Level B2	2008	1st	3-8	\$30.00
9780076112647	Content Connections - Level C	2008	1st	3-8	\$30.00
9780076112531	Comprehension Teaching Tutor CD-ROM	2008	1st	3-8	\$63.90
9780076112487	Corrective Reading Series Guide	2008	1st	3-8	\$28.20
9780076088706	SRAInformationStation.com	2008	1st	3-8	\$6.99
9780076235247	eSuite for Corrective Reading	2008	1st	3-8	\$59.70
WRIGHT GROUP					
	Wright Group Early Reading Intervention				
978-1-4045-6915-7	Grade K Classroom Kit		1st	K	\$990.00
978-1-4045-6918-8	ABC Book		1st	K	\$34.65
978-1-4045-6919-5	ABC Letter Book in Order		1st	K	\$15.75
978-1-4045-6920-1	ABC Letter Book Out of Order		1st	K	\$15.75
978-1-4045-6921-8	ABC Picture Book in Order		1st	K	\$15.75
978-1-4045-6922-5	ABC Picture Book Out of Order		1st	K	\$15.75
978-1-4045-6917-1	Alphabet Strips 6 pack		1st	K	\$52.50
978-1-4045-7469-4	Assessment Book, Grades K-3		1st	K-3	\$100.65
978-1-4045-6925-6	Card Set		1st	K	\$156.15
978-1-4045-7468-7	Program Overview, Grades K-3		1st	K-3	\$84.00
978-1-4045-6924-9	Routine Card		1st	K	\$3.00
978-1-4045-7471-7	Segment Card		1st	K	\$3.30
978-1-4045-6923-2	Target Letter Books		1st	K	\$52.50
978-1-4045-6916-4	Teaching Guide		1st	K	\$100.65
978-1-4045-7584-4	Leveled Reader Animals		1st	K	\$4.80
978-1-4045-7480-9	Leveled Reader Animal Moves		1st	K	\$4.80
978-1-4045-6902-7	Leveled Reader At School		1st	K	\$4.50
978-1-4045-6882-2	Leveled Reader Animal Moves		1st	K	\$4.50
978-1-4045-7477-9	Leveled Reader At the Supermarket		1st	K	\$4.80
978-1-4045-6876-1	Leveled Reader Build Big!		1st	K	\$3.45
978-1-4045-6880-8	Leveled Reader Can I See the Wind?		1st	K	\$4.80
978-1-4045-6867-9	Leveled Reader The Colors of Fall		1st	K	\$4.50
978-1-4045-6893-8	Leveled Reader During the Day		1st	K	\$4.80
978-1-4045-6890-7	Leveled Reader Fantastic Fish		1st	K	\$4.50
978-1-4045-6898-3	Leveled Reader Fast and Slow		1st	K	\$4.80
978-1-4045-7481-6	Leveled Reader Fun with Paper		1st	K	\$4.80
978-1-4045-7486-1	Leveled Reader Go Fish		1st	K	\$4.80
978-1-4045-6906-5	Leveled Reader Going to Town		1st	K	\$4.50
978-1-4045-6911-9	Leveled Reader Going to Town		1st	K	\$4.50
978-1-4045-6886-0	Leveled Reader The Grasshopper and the Flea		1st	K	\$5.10
978-1-4045-7582-0	Leveled Reader Hair		1st	K	\$4.80
978-1-4045-6905-8	Leveled Reader Hiding		1st	K	\$4.80
978-1-4045-6895-2	Leveled Reader How Many?		1st	K	\$4.50

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

978-1-4045-6883-9	Leveled Reader I Can, Can You?		1st	K	\$4.80
978-1-4045-6896-9	Leveled Reader I Can Do It!		1st	K	\$4.80
978-1-4045-6892-1	Leveled Reader Ice Cream		1st	K	\$4.80
978-1-4045-6900-3	Leveled Reader In the Pond		1st	K	\$4.80
978-1-4045-7484-7	Leveled Reader In the Summer		1st	K	\$4.80
978-1-4045-6888-4	Leveled Reader Just Right		1st	K	\$4.80
978-1-4045-7585-1	Leveled Reader Let's Find Shapes		1st	K	\$4.80
978-1-4045-6910-2	Leveled Reader Measure It		1st	K	\$4.80
978-1-4045-6894-5	Leveled Reader My Cats		1st	K	\$4.80
978-1-4045-7485-4	Leveled Reader My Puppy		1st	K	\$4.80
978-1-4045-7482-3	Leveled Reader Our Castle		1st	K	\$4.80
978-1-4045-6870-9	Leveled Reader A Party for Bear		1st	K	\$4.50
978-1-4045-7483-0	Leveled Reader The Pesky Fly		1st	K	\$4.80
978-1-4045-6903-4	Leveled Reader A Rainbow of Parrots		1st	K	\$4.50
978-1-4045-6871-6	Leveled Reader The Rescue		1st	K	\$4.50
978-1-4045-7478-6	Leveled Reader Road Trip		1st	K	\$4.80
978-1-4045-6907-2	Leveled Reader Spot		1st	K	\$4.50
978-1-4045-6874-7	Leveled Reader The Squirrel's School		1st	K	\$4.50
978-1-4045-7487-8	Leveled Reader Things I Like to Do		1st	K	\$4.80
978-1-4045-6899-0	Leveled Reader This Is a Fish		1st	K	\$4.50
978-1-4045-6866-2	Leveled Reader This Is Me		1st	K	\$4.80
978-1-4045-6868-6	Leveled Reader Time for Breakfast		1st	K	\$4.80
978-1-4045-7583-7	Leveled Reader Too Much		1st	K	\$4.80
978-1-4045-7476-2	Leveled Reader Tracking		1st	K	\$4.80
978-1-4045-7479-3	Leveled Reader A Veru Doru Vam		1st	K	\$4.80
978-1-4045-6889-1	Leveled Reader We Can		1st	K	\$3.45
978-1-4045-6884-6	Leveled Reader We Make Patterns		1st	K	\$4.80
978-1-4045-6875-4	Leveled Reader Where is Sam?		1st	K	\$4.50
978-1-4045-6887-7	Leveled Reader Who is Asleep?		1st	K	\$4.50
978-1-4045-7210-2	Grade 1 Classroom Kit		1st	1	\$1,650.00
978-1-4045-7469-4	Assessment Book, Grade K-3		1st	K-3	\$100.65
978-1-4045-7214-0	Card Set		1st	1	\$530.85
978-1-4045-7215-7	Phonics Practice CD, Grade 2		1st	1	\$88.50
978-1-4045-7468-7	Program Overview, Grades K-3		1st	K-3	\$84.00
978-1-4045-7213-3	Routine Card		1st	1	\$3.00
978-1-4045-7211-9	Teaching Guide		1st	1	\$119.40
978-1-4045-7005-4	Leveled Readers After School 6-pack		1st	1	\$27.30
978-1-4045-7161-7	Leveled Readers All About Snakes 6-pack		1st	1	\$34.35
978-1-4045-7551-6	Leveled Readers All The Colors of the World 6-pack		1st	1	\$28.65
978-1-4045-6961-4	Leveled Readers Allie Alligator Goes Shoe Shopping		1st	1	\$27.30
978-1-4045-6957-7	Leveled Readers Animal Babies 6-pack		1st	1	\$27.30
978-1-4045-6999-7	Leveled Readers Animals that live in the city		1st	1	\$27.30
978-1-4045-7587-5	Leveled Readers Ants on a Log 6-pack		1st	1	\$28.65
978-1-4045-7593-6	Leveled Readers The Apple Tree 6-pack		1st	1	\$28.65
978-1-4045-7559-2	Leveled Readers Artic Journey 6-pack		1st	1	\$28.65
978-1-4045-7527-1	Leveled Readers At the Ballpark 6-pack		1st	1	\$28.65
978-1-4045-6949-2	Leveled Readers At the Fair 6-pack		1st	1	\$27.30
978-1-4045-6967-6	Leveled Readers At the Zoo 6-pack		1st	1	\$27.30
978-1-4045-7145-7	Leveled Readers Bad Weather, Good Weather 6-pack		1st	1	\$32.70
978-1-4045-7053-5	Leveled Readers Be Careful! 6-pack		1st	1	\$34.35
978-1-4045-7547-9	Leveled Readers Beaks 6-pack		1st	1	\$28.65
978-1-4045-7595-0	Leveled Readers Bear's Hat 6 pack		1st	1	\$28.65

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

978-1-4045-7029-0	Leveled Readers Beaver's Photo 6 Pack		1st	1	\$32.70
978-1-4045-6993-5	Leveled Readers Bertie Beaver 6-pack		1st	1	\$27.30
978-1-4045-7571-4	Leveled Readers Bessie Coleman: Queen of the Sky 6-pack		1st	1	\$28.65
978-1-4045-7159-4	Leveled Readers The Best Web of All 6-Pack		1st	1	\$34.35
978-1-4045-7565-3	Leveled Readers Bett, a Pet Hen 6-pack		1st	1	\$28.65
978-1-4045-7177-8	Leveled Readers Big Cats, Little Cats 6-pack		1st	1	\$32.70
978-1-4045-6989-8	Leveled Readers Big Greg the Firefighter 6-pack		1st	1	\$27.30
978-1-4045-6971-3	Leveled Readers Big Things 6-pack		1st	1	\$27.30
978-1-4045-7023-8	Leveled Readers The Bike Ride 6-pack		1st	1	\$32.70
978-1-4045-7611-7	Leveled Readers Bob's Backyard BBQ 6 pack		1st	1	\$28.65
978-1-4045-6941-6	Leveled Readers Can You Find a dPattern		1st	1	\$28.65
978-1-4045-7605-6	Leveled Readers A Candy House 6-pack		1st	1	\$28.65
978-1-4045-7179-2	Leveled Readers Carlos's Big Yawn 6 pack		1st	1	\$32.70
978-1-4045-7557-8	Leveled Readers Carlos Helps Out 6 pack		1st	1	\$28.65
978-1-4045-7601-8	Leveled Readers		1st	1	\$28.65
	Leveled Reads:				
978-1-4045-7523-3	Chicken Little 6-Pack		1st	1	\$28.65
978-1-4045-7561-5	Cool Houses 6-Pack		1st	1	\$28.65
978-1-4045-7077-1	Dad's Phone 6-Pack		1st	1	\$32.70
978-1-4045-7143-3	Dinosaur Dan 6-Pack		1st	1	\$32.70
978-1-4045-7521-9	Dream World 6-Pack		1st	1	\$28.65
978-1-4045-7541-7	Why Elephants Have Long Noses 6-Pack		1st	1	\$28.65
978-1-4045-7001-6	Escape from the Zoo 6-Pack		1st	1	\$27.30
978-1-4045-6979-9	The Fishing Trip 6-Pack		1st	1	\$27.30
978-1-4045-7185-3	Forecasting the Weather 6-Pack		1st	1	\$34.35
978-1-4045-7113-6	Fox Gets a Note 6-Pack		1st	1	\$34.35
978-1-4045-7063-4	Full of Air 6-Pack		1st	1	\$34.35
978-1-4045-6953-9	Funny Fish 6-Pack		1st	1	\$27.30
978-1-4045-7171-6	Geena's Project 6-Pack		1st	1	\$32.70
978-1-4045-7539-4	George Washington 6-Pack		1st	1	\$28.65
978-1-4045-6929-4	Get on the Train 6-Pack		1st	1	\$28.65
978-1-4045-7007-8	Giraffe Goes Skating 6-Pack		1st	1	\$27.30
978-1-4045-6951-5	Going to the Moon 6-Pack		1st	1	\$27.30
978-1-4045-7501-1	Healthy and Happy 6-Pack		1st	1	\$28.65
978-1-4045-7569-1	Here Come the Bison! 6-Pack		1st	1	\$28.65
978-1-4045-7127-3	Hide and Seek With Allie Alligator 6-Pack		1st	1	\$32.70
978-1-4045-7035-1	Hot-Air Balloon Day 6-Pack		1st	1	\$32.70
978-1-4045-6935-5	In the Park 6-Pack		1st	1	\$28.65
978-1-4045-7531-8	Is This a Collection? 6-pack		1st	1	\$28.65
978-1-4045-7173-0	Joe's Letter 6-Pack		1st	1	\$32.70
978-1-4045-7027-6	Kangaroos 6-Pack		1st	1	\$32.70
978-1-4045-7519-6	Kids' Club 6-Pack		1st	1	\$28.65
978-1-4045-7021-4	Kite Day 6-Pack		1st	1	\$32.70
978-1-4045-7597-4	The Lemonade Stand 6-Pack		1st	1	\$28.65
978-1-4045-7071-9	Life in the Trees 6-Pack		1st	1	\$32.70
978-1-4045-7537-0	A Little Book of Animal Jokes 6-Pack		1st	1	\$28.65
978-1-4045-6995-9	Look in the Tree 6-Pack		1st	1	\$27.30
978-1-4045-6977-5	Lucy's Loose Tooth 6-Pack		1st	1	\$27.30
978-1-4045-7011-5	Lunch in the Park 6-Pack		1st	1	\$27.30
978-1-4045-7613-1	Magnets Push and Pull 6-Pack		1st	1	\$28.65
978-1-4045-7009-2	Make a Fruit Salad 6-Pack		1st	1	\$27.30
978-1-4045-7511-0	Me Too! 6-Pack		1st	1	\$28.65
978-1-4045-6931-7	Meg's Warm Clothes 6-Pack		1st	1	\$28.65
978-1-4045-6969-0	Molly Monster's Party 6-Pack		1st	1	\$27.30

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

978-1-4045-7025-2	Mom's New Car 6-Pack		1st	1	\$32.70
978-1-4045-7115-0	Monkey Paint 6-Pack		1st	1	\$34.35
978-1-4045-7003-0	The Moon Car Race 6-Pack		1st	1	\$27.30
978-1-4045-7153-2	The Moon Landing 6-Pack		1st	1	\$32.70
978-1-4045-7141-9	Mrs. Popinpop's Ghost 6-Pack		1st	1	\$32.70
978-1-4045-7615-5	Muggins 6-Pack		1st	1	\$28.65
978-1-4045-7075-7	A New Place to Live 6-Pack		1st	1	\$32.70
978-1-4045-7529-5	The New Playground 6-Pack		1st	1	\$28.65
978-1-4045-7055-9	Nina's Shell 6-Pack		1st	1	\$34.35
978-1-4045-7149-5	The Nosy Spider 6-Pack		1st	1	\$32.70
978-1-4045-7131-0	Operation Elephant Foot 6-Pack		1st	1	\$32.70
978-1-4045-7067-2	Our Five Senses 6-Pack		1st	1	\$34.35
978-1-4045-6933-1	Our Pet Rabbit 6-Pack		1st	1	\$28.65
978-1-4045-7167-9	Outside Games 6-Pack		1st	1	\$32.70
978-1-4045-6965-2	The Park Train 6-Pack		1st	1	\$27.30
978-1-4045-6937-9	Penny's Plane 6-Pack		1st	1	\$28.65
978-1-4045-7609-4	Peppi the Parakeet 6-Pack		1st	1	\$28.65
978-1-4045-6983-6	Pet Dogs and Working Dogs 6-Pack		1st	1	\$27.30
978-1-4045-7567-7	Picking a Pet 6-Pack		1st	1	\$28.65
978-1-4045-6939-3	The Picnic 6-Pack		1st	1	\$28.65
978-1-4045-7129-7	Pizza Day 6-Pack		1st	1	\$32.70
978-1-4045-7151-8	Places Where People Live 6-Pack		1st	1	\$32.70
978-1-4045-7121-1	The Playhouse 6-Pack		1st	1	\$32.70
978-1-4045-7157-0	Poggy Frog 6-Pack		1st	1	\$34.35
978-1-4045-7155-6	Poochie the Poodle 6-Pack		1st	1	\$34.35
978-1-4045-7169-3	The Queen's New Seat 6-Pack		1st	1	\$32.70
978-1-4045-6943-0	Rabbit's Garden 6-Pack		1st	1	\$28.65
978-1-4045-7109-9	Raccoon Cookies 6-Pack		1st	1	\$34.35
978-1-4045-7033-7	Rory and Tina Go Skiing 6-Pack		1st	1	\$32.70
978-1-4045-7563-9	Ruby Bridges 6-Pack		1st	1	\$28.65
978-1-4045-7059-7	A Safe Place for Tigers 6-Pack		1st	1	\$34.35
978-1-4045-7107-5	Sam Goes Riding 6-Pack		1st	1	\$34.35
978-1-4045-7589-9	Sam's Dog 6-Pack		1st	1	\$28.65
978-1-4045-6975-1	Santana 6-Pack		1st	1	\$27.30
978-1-4045-7061-0	Seven Big Bubbles 6-Pack		1st	1	\$34.35
978-1-4045-7555-4	Signs All Around Us 6-Pack		1st	1	\$28.65
978-1-4045-7119-8	The Ski Race 6-Pack		1st	1	\$32.70
978-1-4045-7165-5	The Snail Race 6-Pack		1st	1	\$32.70
978-1-4045-7607-0	Soddies 6-Pack		1st	1	\$28.65
978-1-4045-7147-1	Sonny Gets Lost 6-Pack		1st	1	\$32.70
978-1-4045-7543-1	The Spooky Swamp Sound 6-Pack		1st	1	\$28.65
978-1-4045-7117-4	String Things 6-Pack		1st	1	\$32.70
978-1-4045-6997-3	The Surprise 6-Pack		1st	1	\$27.30
978-1-4045-7549-3	Take a Ride 6-Pack		1st	1	\$28.65
978-1-4045-6973-7	The Tennis Match 6-Pack		1st	1	\$27.30
978-1-4045-6981-2	The Thirsty Cats 6-Pack		1st	1	\$27.30
978-1-4045-6985-0	This Little Critter 6-Pack		1st	1	\$27.30
978-1-4045-7163-1	This Way to School 6-pack		1st	1	\$34.35
978-1-4045-7065-8	Three Pigs 6-Pack		1st	1	\$34.35
978-1-4045-7069-6	Thumper's Sore Paw 6-Pack		1st	1	\$32.70
978-1-4045-6987-4	To the Space Station 6-Pack		1st	1	\$27.30
978-1-4045-7599-8	Tools 6-Pack		1st	1	\$28.65
978-1-4045-7083-2	Trains 6-Pack		1st	1	\$32.70
978-1-4045-7507-3	Trees 6-Pack		1st	1	\$28.65
978-1-4045-6991-1	Trent and Grace Make a Home 6-Pack		1st	1	\$27.30

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

978-1-4045-6963-8	Trucks and Other Big Machines 6-Pack		1st	1	\$27.30
978-1-4045-7079-5	A Visit to the Library 6-Pack		1st	1	\$32.70
978-1-4045-7073-3	Walter the Water Taxi 6-Pack		1st	1	\$32.70
978-1-4045-7509-7	What Do I See? 6-Pack		1st	1	\$28.65
978-1-4045-7591-2	What Do You Want to Do? 6-Pack		1st	1	\$28.65
978-1-4045-7139-6	What Time Is It? 6-Pack		1st	1	\$32.70
978-1-4045-7175-4	When I Looked Out My Window 6-Pack		1st	1	\$32.70
978-1-4045-7603-2	Where Do You Live? 6-Pack		1st	1	\$28.65
978-1-4045-7123-5	Where Does Mrs. Brown Live? 6-Pack		1st	1	\$32.70
978-1-4045-6955-3	Where Is My Bear? 6-Pack		1st	1	\$27.30
978-1-4045-6959-1	Where Is Patch? 6-Pack		1st	1	\$27.30
978-1-4045-7057-3	Who Can Help? 6-Pack		1st	1	\$34.35
978-1-4045-7125-9	Who Took the Teacher's Scissors? 6-Pack		1st	1	\$32.70
978-1-4045-7111-2	The Wiggly Tooth 6-Pack		1st	1	\$34.35
978-1-4045-7553-0	Your Terrific Teeth 6-Pack		1st	1	\$28.65
978-1-4045-7081-8	Zippy Zebra Finds a Friend 6-Pack		1st	1	\$32.70
978-1-4045-7031-3	The Zoo Trip 6-Pack		1st	1	\$32.70
978-1-4045-7359-8	Grade 2 Classroom Kit		1st	2	\$1,500.00
978-1-4045-7469-4	Assessment Book, Grades K-3		1st	K-3	\$100.65
978-1-4045-7363-5	Card Set		1st	2	\$231.30
978-1-4045-7364-2	Phonics Practice CD, Grade 2		1st	2	\$88.50
978-1-4045-7468-7	Program Overview, Grades K-3		1st	K-3	\$84.00
978-1-4045-7362-8	Routine Card		1st	2	\$3.00
978-1-4045-7361-1	Teaching Guide		1st	2	\$119.40
978-1-4045-7358-1	Leveled Readers Active Volcanoes 6-Pack		1st	2	\$38.25
978-1-4045-7316-1	Leveled Readers Allie Alligator's Adventure 6-Pack		1st	2	\$38.25
978-1-4045-7272-0	Allie Alligator's Knitting 6-Pack		1st	2	\$32.70
978-1-4045-7244-7	Alligators to Zebras 6-Pack		1st	2	\$32.70
978-1-4045-7228-7	Animals That Live in the Ocean 6-Pack		1st	2	\$32.70
978-1-4045-7292-8	The Ant and the Chrysalis 6-Pack		1st	2	\$32.70
978-1-4045-7232-4	Balloon Fun 6-Pack		1st	2	\$32.70
978-1-4045-7306-2	The Best Blackberries 6-Pack		1st	2	\$38.25
978-1-4045-7350-5	Big Greg to the Rescue 6-Pack		1st	2	\$38.25
978-1-4045-7290-4	The Blank Sheet of Paper 6-Pack		1st	2	\$32.70
978-1-4045-7252-2	Brian Fixit 6-Pack		1st	2	\$32.70
978-1-4045-7276-8	Bronto's New House 6-Pack		1st	2	\$32.70
978-1-4045-7226-3	The Bus Driver's Birthday 6-Pack		1st	2	\$32.70
978-1-4045-7234-8	Carla Crow's Pie 6-Pack		1st	2	\$32.70
978-1-4045-7230-0	Carmelita's Cabbage 6-Pack		1st	2	\$32.70
978-1-4045-7304-8	Casey's Art Project 6-Pack		1st	2	\$38.25
978-1-4045-7242-3	The Clown with Frowns Parade 6-Pack		1st	2	\$32.70
978-1-4045-7246-1	The Day I Chose My Family 6-Pack		1st	2	\$32.70
978-1-4045-7288-1	Denali National Park 6-Pack		1st	2	\$32.70
978-1-4045-7284-3	Don't Throw It Away 6-Pack		1st	2	\$36.75
978-1-4045-7218-8	The Flying Doctor 6-Pack		1st	2	\$32.70
978-1-4045-7240-9	Fur 6-Pack		1st	2	\$32.70
978-1-4045-7274-4	The Giant's Fire 6-Pack		1st	2	\$32.70
978-1-4045-7264-5	Green Turtle Rescue 6-Pack		1st	2	\$34.35
978-1-4045-7294-2	Harry' Great Big Burp 6-Pack		1st	2	\$32.70
978-1-4045-7330-7	Have You Ever Seen a Shell Walking? 6-Pack		1st	2	\$38.25
978-1-4045-7256-0	A Hot Day at the Farm 6-Pack		1st	2	\$32.70
978-1-4045-7314-7	Ice Cream 6-Pack		1st	2	\$38.25
978-1-4045-7318-5	An Interview with Alan Ant 6-Pack		1st	2	\$38.25
978-1-4045-7581-3	It's Not Going to Rain 6-Pack		1st	2	\$28.65

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

978-1-4045-7220-1	Joseph, the Greedy Octopus 6-Pack		1st	2	\$32.70
978-1-4045-7617-9	A Katydid's Life 6-Pack		1st	2	\$28.65
978-1-4045-7324-6	Keeping in Touch 6-Pack		1st	2	\$40.05
978-1-4045-7336-9	The Kite 6-Pack		1st	2	\$38.25
978-1-4045-7338-3	Leaf-Cutter Ants 6-Pack		1st	2	\$38.25
978-1-4045-7250-8	Listen to Me 6-Pack		1st	2	\$32.70
978-1-4045-7322-2	Lost! 6-pack		1st	2	\$40.05
978-1-4045-7270-6	The Lucky Whale 6-Pack		1st	2	\$32.70
978-1-4045-7310-9	Mara's Clouds 6-Pack		1st	2	\$38.25
978-1-4045-7312-3	The Maze Race 6-Pack		1st	2	\$38.25
978-1-4045-7260-7	Millie Monster 6-Pack		1st	2	\$32.70
978-1-4045-7328-4	Mystery of the Flattened Flower 6-Pack		1st	2	\$38.25
978-1-4045-7332-1	New Schoolmates 6-Pack		1st	2	\$38.25
978-1-4045-7238-6	Peter's Treasure Hunt 6-Pack		1st	2	\$32.70
978-1-4045-7296-6	Polly Perkins Pictures 6-Pack		1st	2	\$32.70
978-1-4045-7268-3	Reading with Eva and Pogo 6-Pack		1st	2	\$34.35
978-1-4045-7326-0	Ruby and the Ocean 6-Pack		1st	2	\$40.05
978-1-4045-7278-2	Saving Tigers 6-Pack		1st	2	\$32.70
978-1-4045-7282-9	The Scritch-Scratch Noise 6-Pack		1st	2	\$32.70
978-1-4045-7354-3	Sea Otters 6-Pack		1st	2	\$38.25
978-1-4045-7222-5	Snake Gets Lost 6-Pack		1st	2	\$32.70
978-1-4045-7308-6	Sounds All Around 6-Pack		1st	2	\$38.25
978-1-4045-7344-4	Spinach-Eating Machine 6-Pack		1st	2	\$38.25
978-1-4045-7248-5	State Plants of the United States 6-Pack		1st	2	\$32.70
978-1-4045-7254-6	This Little Boy 6-Pack		1st	2	\$32.70
978-1-4045-7352-9	Thomas Tries Something New 6-Pack		1st	2	\$38.25
978-1-4045-7286-7	Three Naughty Ostriches 6-Pack		1st	2	\$32.70
978-1-4045-7224-9	Trash 6-Pack		1st	2	\$32.70
978-1-4045-7342-0	The Tree of Life 6-Pack		1st	2	\$38.25
978-1-4045-7579-0	A Trip Through Time 6-Pack		1st	2	\$28.65
978-1-4045-7320-8	A Very Good Idea 6-Pack		1st	2	\$38.25
978-1-4045-7348-2	Wampum Beads 6-Pack		1st	2	\$38.25
978-1-4045-7236-2	Wendy Worm's Adventure 6-Pack		1st	2	\$32.70
978-1-4045-7280-5	What Is a Frog? 6-Pack		1st	2	\$32.70
978-1-4045-7334-5	What Lives in a Rotting Log? 6-Pack		1st	2	\$38.25
978-1-4045-7258-4	Where Is Jodi? 6-Pack		1st	2	\$32.70
978-1-4045-7262-1	Who Works at the Supermarket 6-Pack		1st	2	\$32.70
978-1-4045-7356-7	Why Turtle Does Not Fly 6-Pack		1st	2	\$38.25
978-1-4045-7346-8	Wise Eyes Club 6-Pack		1st	2	\$38.25
978-1-4045-7266-9	Working Dogs 6-Pack		1st	2	\$34.35
978-1-4045-7340-6	The Zigzag Kayak Trip 6-Pack		1st	2	\$38.25
978-1-4045-7462-5	Grade 3 Classroom Kit		1st	3	\$1,200.00
978-1-4045-7469-4	Assessment Book, Grades K-3		1st	K-3	\$100.65
978-1-4045-7466-3	Phonics Practice CD, Grade 3		1st	3	\$88.50
978-1-4045-7468-7	Program Overview, Grades K-3		1st	K-3	\$84.00
978-1-4045-7465-6	Routine Card		1st	3	\$3.00
978-1-4045-7464-9	Teaching Guide		1st	3	\$119.40
978-1-4045-7403-8	All About Dogs 6-Pack		1st	3	\$38.25
978-1-4045-7375-8	American Beavers 6-Pack		1st	3	\$38.25
978-1-4045-7409-0	Bella's Baby Bird 6-Pack		1st	3	\$40.05
978-1-4045-7443-4	A Biography of Benjamin Banneker 6-Pack		1st	3	\$40.05
978-1-4045-7369-7	Big Bird Relatives 6-Pack		1st	3	\$38.25
978-1-4045-7449-6	Big Greg's First Ski Lesson 6-Pack		1st	3	\$43.50
978-1-4045-7367-3	Bisa's First Gallop 6-Pack		1st	3	\$38.25
978-1-4045-7451-9	Blue Morpho Butterflies 6-Pack		1st	3	\$43.50

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

978-1-4045-7423-6	Both Sides of the Story 6-Pack		1st	3	\$40.05
978-1-4045-7371-0	A Brave Thing to Do 6-Pack		1st	3	\$40.05
978-1-4045-7431-1	A Bridge of Grass 6-Pack		1st	3	\$40.05
978-1-4045-7437-3	Bridges 6-Pack		1st	3	\$40.05
978-1-4045-7387-1	Buying and Building Airplanes 6-Pack		1st	3	\$40.05
978-1-4045-7427-4	Camping In 6-Pack		1st	3	\$38.25
978-1-4045-7453-3	A Clever Trick 6-Pack		1st	3	\$43.50
978-1-4045-7379-6	Cobber Dog and Old Mary 6-Pack		1st	3	\$38.25
978-1-4045-7417-5	Dr. Faucet and the Case of the Missing Drops 6-Pack		1st	3	\$40.05
978-1-4045-7439-7	The Edge of the Clearing 6-Pack		1st	3	\$40.05
978-1-4045-7385-7	Elm River Airport 6-Pack		1st	3	\$40.05
978-1-4045-7457-1	The Extraordinary House 6-Pack		1st	3	\$43.50
978-1-4045-7447-2	Extreme Racer 6-Pack		1st	3	\$43.50
978-1-4045-7393-2	A Gift for Abuela 6-Pack		1st	3	\$40.05
978-1-4045-7441-0	The Golden Touch 6-Pack		1st	3	\$40.05
978-1-4045-7459-5	A Hairy Story 6-Pack		1st	3	\$43.50
978-1-4045-7445-8	Jackson's Bear 6-Pack		1st	3	\$43.50
978-1-4045-7373-4	Jamila Joins the Team 6-Pack		1st	3	\$38.25
978-1-4045-7407-6	Jump, Trundle, Climb, Slither, Flap, Snap 6-Pack		1st	3	\$38.25
978-1-4045-7435-9	Leaving Home 6-Pack		1st	3	\$40.05
978-1-4045-7399-4	Magnets Quiz 6-Pack		1st	3	\$38.25
978-1-4045-7401-4	Munga, the Lonely Monster 6-Pack		1st	3	\$38.25
978-1-4045-7395-6	The New Clubhouse 6-Pack		1st	3	\$38.25
978-1-4045-7391-8	Otter Rescue 6-Pack		1st	3	\$40.05
978-1-4045-7415-1	Our National Park System 6-Pack		1st	3	\$40.05
978-1-4045-7419-9	A Park for Everyone 6-Pack		1st	3	\$40.05
978-1-4045-7413-7	The Rabbit Dance 6-Pack		1st	3	\$40.05
978-1-4045-7405-2	The Red Flyer 6-Pack		1st	3	\$38.25
978-1-4045-7389-5	Right Place, Right Time 6-Pack		1st	3	\$40.05
978-1-4045-7377-2	The Secret Fishing Gear 6-Pack		1st	3	\$38.25
978-1-4045-7381-9	Shooting the Sun 6-Pack		1st	3	\$38.25
978-1-4045-7411-3	Sitting Pretty 6-Pack		1st	3	\$40.05
978-1-4045-7433-5	Space Explorers 6-Pack		1st	3	\$40.05
978-1-4045-7455-7	Surviving in the Tundra 6-Pack		1st	3	\$43.50
978-1-4045-7425-0	How the Three Great Mountains Came to Be 6-Pack		1st	3	\$40.05
978-1-4045-7421-2	Leveled Reader Volcanoes 6 pack		1st	3	\$40.05
978-1-4045-7429-8	Leveled Reader What Lived in That Shell? 6-pack		1st	3	\$38.25
978-1-4045-7397-0	Leveled Reader Whisker's Excuses 6-pack		1st	3	\$38.25
978-1-4045-7383-3	Leveled Reader The Winner 6 pack		1st	3	\$40.05
978-1-4045-7638-4	Wright Group Early Reading Intervention Grade K Online Technology		1st	K	\$52.50
978-1-4045-7639-1	Wright Group Early Reading Intervention Grade 1 Online Technology		1st	1	\$52.50
978-1-4045-7640-7	Wright Group Early Reading Intervention Grade 2 Online Technology		1st	2	\$52.50
978-1-4045-7641-4	Wright Group Early Reading Intervention Grade 3 Online Technology		1st	3	\$52.50
978-1-4045-7694-0	Wright Group Early Reading Intervention Grades K-3 Professional Development Package		1st	K-3	\$84.00
	RECOMMENDED AS SUPPLEMENTAL				
KAPLAN LEARNING SERVICES					

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781580597272	SUMMERVENTURES - READING & WRITING LEVEL F				
	Classroom Set (25 Student editions, 1 Teache edition	2009	1st	6	\$648.75
9781580596862	SUMMERVENTURES - READING & WRITING LEVEL F				
	Adiional, Individual Student Edition				
9781580596831	SUMMERVENTURES - READING & WRITING LEVEL F				
	Teacher kit (includes Additional, individual teacher edition				
9781580597289	SUMMERVENTURES - MATHEMATICS LEVEL F				
	Classroom Set (25 Student editions, 1 Teache Kit				
9781580596954	SUMMERVENTURES - MATHEMATICS LEVEL F				
	Adiional, Individual Student Edition				
9781580596923	SUMMERVENTURES - MATHEMATICS LEVEL F				
	Teacher kit (includes Additional, individual teacher edition				
9781580597296	SUMMERVENTURES - READING & WRITING LEVEL G				
	CLASSROOM SET (25 student editions, 1 teacher kit				
9781580596886	SUMMERVENTURES - READING & WRITING-LEVEL G				
	Adiional, Individual Student Edition				
9781580596848	SUMMERVENTURES - READING & WRITING - LEVEL G				
	Teacher kit (includes Additional, individual teacher edition				
9781580597302	SUMMERVENTURES - MATHEMATICS - LEVEL G				
	Classroom Set (25 students editions, 1 teacher Kit)				
9781580596978	SUMMERVENTURES - MATHEMATICS - LEVEL G				
	Adiional, Individual Student Edition				
9781580596930	SUMMERVENTURES - MATHEMATICS - LEVEL G				
	(Includes additional, individual teacher Edition	2009	1st	7	\$250.00
9781580597319	SUMMERVENTURES - READING & WRITING - LEVEL H				
	Classroom set (25 student editions, 1 teacher)				
9781580596909	SUMMERVENTURES - READING & WRITING - LEVEL H				
	Additional Individual Individual Student Edition				
9781580596855	Summerventures - reading & Writing - Level H				
	Teacher kit (includes Additional, individual teacher edition				
9781580597326	Summerventures - Mathematics - Level H-				
	(25 student editions, 1 teacher kit)				
9781580596992	Summerventures - Mathematics - Level H -				
	Additional Individual Individual Student Edition				
9781580596947	Summerventures - Mathematics - Level H				
	Includes additional, individual teacher edition				
LAKESHORE LEARNING					
LL435X	A Trip Through Time 6-Pack			K-6	\$75.95
JJ157	A Very Good Idea 6-Pack			K-6	\$28.45
LA588	Wampum Beads 6-Pack			K-6	\$56.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

LL261	Wendy Worm's Adventure 6-Pack			K-6	\$28.45
DD174	What Is a Frog? 6-Pack			K-6	\$33.20
JJ327	What Lives in a Rotting Log? 6-Pack			K-6	\$122.55
AA410X	Where Is Jodi? 6-Pack			K-6	\$94.05
EE820X	Who Works at the Supermarket 6-Pack			K-6	\$122.55
FF695	Why Turtle Does Not Fly 6-Pack			K-6	\$90.25
GG706	Wise Eyes Club 6-Pack			K-6	\$47.45
RR598	Working Dogs 6-Pack			K-6	\$56.95
TT335	The Zigzag Kayak Trip 6-Pack			K-6	\$37.95
EE107	WORD PATTERNS PRACTICE CARDS			K-6	\$18.95
LL309	FIND THE SOUND LISTENINGCENTER			K-6	\$28.45
DD691	CVC WORD WORK CENTER			K-6	\$33.20
DD692	BLENDS AND DIGRAPH WRD WRK CTR			K-6	\$37.95
JJ426	LISTN-LEARN PHNCS ACTY PRG-CD			K-6	\$189.05
GG360X	FIND-THE-LTRS PHNCS BXS-CP ST			K-6	\$85.45
TT908	WORD DETECTIVE SLIDERS			K-6	\$23.70
EE590X	ROLL N READ PHONICS GAMES-SET			K-6	\$56.95
GG200X	SOUND-IT-OUT PHNICS PZLS-SET			K-6	\$28.45
LL411	TWST N TRN PHNCS WRD BUILDERS			K-6	\$28.45
GG192	PHONICS INSTANT LIT CENTER			K-6	\$75.95
GG194	WORD FAMILIES INSTANT LIT CTR			K-6	\$75.95
FF230X	RDY-TO-GO SORTING CHARTS-SET			K-6	\$94.05
TT235	LKSHR SIGHT-WRD READERS-LVL 1			K-6	\$47.45
TT536	LKSHR SIGHT-WORD READERS-LEV 2			K-6	\$47.45
EE567	CREATING SIGHT-WORD SENT CNTR			K-6	\$37.95
JJ130X	SIGHT-WORD PUZZLES-COMPLTE ST			K-6	\$47.45
DD480X	SIGHT-WORD TACTILE CRDS - SET			K-6	\$47.45
JJ890X	BEAT CLCK SGHT WD PRCT BRD-ST			K-6	\$66.45
FF553	CLASSROOM FLUENCY STATION			K-6	\$66.45
LL971	LSTN LRN RD PRT FLCY SCRPT 1-3			1-3	\$28.45
LL972	LSTN LRN RD PRT FLCY SCRPT 4-6			4-6	\$28.45
JJ713	LISTEN-READ FLNCY PRAC PKS-1-3			1-3	\$28.45
JJ714	LISTEN-READ FLNCY PRAC PKS-4-6			4-6	\$28.45
BK400X	BST-BUY CLSSRM CLASSICS COLLCT			K-6	\$455.05
FF600X	READ-ALONG STORYTELLING KITS			K-6	\$84.55
JJ728	STORY WANDS			K-6	\$21.80
AA680X	LSTNG-FLLWNG DIRCTNS ACT. PK			K-6	\$113.05
TT701	ALPHABT RD-ALG LIT PCKS-CMP ST			K-6	\$312.55
TT933	LKESHRE EMERG READRS SET OF 20			K-6	\$47.45
FF790X	FCTN NON FCTN COMPRHNSION KTS			K-6	\$122.55
DD709	RD COMP FICTION LISTENING CTNR			K-6	\$37.95
DD707	RD 4 COMP NONFCTN LSTNG CENTER			K-6	\$37.95
FF281	HGHLT THE CLUS CMP FLP CHT 1-2			1-2	\$37.95
FF282	HGHLT THE CLUS CMP FLP CHT 3-4			3-4	\$37.95
FF283	HGHLT THE CLUS CMP FLP CHT 5-6			5-6	\$37.95
FF352	PICK-A-STRATEGY RDNG COMP CHRT			K-6	\$33.20
DD911	RDNG COMP INST LEARN GM. SET			K-6	\$141.55
DD368	COMP STRAT TEACHNG CHRTS-GR1-3			1-3	\$28.45
AA300X	LEVELED BOOKS CLSSRM LIBRARY 1			K-6	\$474.05
LL610X	NONFCTN LVLD BK CLSSRM LIBRY			K-6	\$521.55
DD304	DLVPG COMP SKLS MAG TCHG CHRTS			K-6	\$23.70
JJ688	READERS RESPONSE PCKT CHRT KIT			K-6	\$28.45
DD851	BEGINNERS READING TRACKR-ST 30			K-6	\$14.20
DD852	INTRMDIATE RDING TRCKRS-ST 30			K-6	\$14.20
AA248	BUILDING LANGUAGE PHOTO LIBR			K-6	\$47.45

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

LL100X	MATCH-CONNECT VOCAB BDS-COM ST			K-6	\$56.95
GG227	CATEGORY SORTING BOX			K-6	\$37.95
LL140X	BLDG LANG PHOTO MAGNETS SET			K-6	\$122.55
LL405X	TRKY WRDS PHRSE TCHNG CRDS-ST			K-6	\$47.45
JJ502	VOCABULARY TIC-TAC-TOE GAME			K-6	\$18.95
GG125	VOCABULARY JOURNAL-SET OF 10			K-6	\$31.30
AA643	VOCAB BLDNG GAMES LBRY-GR 1-3			1-3	\$90.25
DD540	VOCAB BUILDING GMS LIB-GR 4-6			4-6	\$90.25
FF105	ORAL LANGUAGE ACTIVITY BOX			K-6	\$47.45
EW504	ECHO MICROPHONE			K-6	\$3.75
DD986	ALL ABOUT TODAY ACT CTR-ENG			K-6	\$47.45
FF837	CLASSROOM NEWS POCKET CHART			K-6	\$47.45
TT928	QUESTION OF THE DAY CHART KIT			K-6	\$47.45
JJ726	SPACE-SAVER WRITING CENTER			K-6	\$303.05
JJ176	ADJUSTABLE MOBILE COMP TABLE			K-6	\$217.55
TT778	UPPERCASE MGNTC LEARNING LTTRS			K-6	\$123.45
TT779	LOWERCASE MGNTC LEARNING LTTRS			K-6	\$123.45
RR525	GETTING RDY TO PRINT PRACT BKS			K-6	\$12.30
TT141	LKSHR LETTER BLDR-UPPERCASE			K-6	\$28.45
JJ258	EARLY SKILLS LANG JRNL-ST 10			K-6	\$28.45
RR630	DRAW AND WRITE JOURNAL-SET 10			K-6	\$31.30
RR674	MY WORD JOURNAL - SET OF 10			K-6	\$28.45
TA2694	RED BASELINE JUMBO NEWSPRINT			K-6	\$7.40
TA2610	RED BASELINE NEWSPRINT-KDGN			K	\$5.22
JJ634	CLASSROOM WRITING CENTER			K-6	\$66.45
AA722	UPPERCASE TRACING LETTERS			K-6	\$28.45
AA721	LOWERCASE TRACING LETTERS			K-6	\$23.70
FF371	SEQUENCING SNTCS MAG ACT BK			K-6	\$18.95
TT580	SENTENCE BLDG GAMES LIBRARY			K-6	\$90.25
DD854	WORD SPACERS - SET OF 30			K-6	\$14.20
AA469	READY TO WRITE PRMPT BOX GR1-3			1-3	\$47.45
AA569	READY TO WRITE PRMPT BOX GR4-6			4-6	\$47.45
JJ219	DAILY WRITING PROMPT FLIP CHRT				\$18.95
RIGBY (HMH SUPPLEMENTAL)					
978141897895-2	Focus Forward: Complete System Pkg	2009	1st	3-8	\$9,500.00
978141897928-7		2009	1st	3-8	\$5,112.00
978141897929-4	Focus Forward: Level Reader Group 2 Set A-D Pkg	2009	1st	3-8	\$5,112.00
9781418979270	Focus Forward: Teacher Resource Package	2009	1st	3-8	\$2,150.00
9781418979164	Focus Forward: Leveled Reader Group 1 with Teacher Versions Set A	2009	1st	3-8	\$1,420.00
9781418979188	Focus Forward: Leveled Reader Group 1 with Teacher Versions Set B	2009	1st	3-8	\$1,420.00
9781418979201	Focus Forward: Leveled Reader Group 1 with Teacher Versions Set C	2009	1st	3-8	\$1,420.00
9781418979225	Focus Forward: Leveled Reader Group 1 with Teacher Versions Set D	2009	1st	3-8	\$1,420.00
9781418979171	Focus Forward: Leveled Reader Group 2 with Teacher Versions Set A	2009	1st	3-8	\$1,420.00
9781418979195	Focus Forward: Leveled Reader Group 2 with Teacher Versions Set B	2009	1st	3-8	\$1,420.00
9781418979218	Focus Forward: Leveled Reader Group 2 with Teacher Versions Set C	2009	1st	3-8	\$1,420.00
9781418979232	Focus Forward: Leveled Reader Group 2 with Teacher Versions Set D	2009	1st	3-8	\$1,420.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781418978976	Focus Forward: Leveled Reader Group 1 Student Versions Set A	2009	1st	3-8	\$1,200.00
9781418978990	Focus Forward: Leveled Reader Group 1 Student Versions Set B	2009	1st	3-8	\$1,200.00
9781418979010	Focus Forward: Leveled Reader Group 1 Student Versions Set C	2009	1st	3-8	\$1,200.00
9781418979034	Focus Forward: Leveled Reader Group 1 Student Versions Set D	2009	1st	3-8	\$1,200.00
9781418978983	Focus Forward: Leveled Reader Group 2 Student Versions Set A	2009	1st	3-8	\$1,200.00
9781418979003	Focus Forward: Leveled Reader Group 2 Student Versions Set B	2009	1st	3-8	\$1,200.00
9781418979027	Focus Forward: Leveled Reader Group 2 Student Versions Set C	2009	1st	3-8	\$1,200.00
9781418979041	Focus Forward: Leveled Reader Group 2 Student Versions Set D	2009	1st	3-8	\$1,200.00
9781418979256	Focus Forward: Group 1 Teacher Version Sets A-D	2009	1st	3-8	\$880.00
9781418979263	Focus Forward: Group 2 Teacher Version Sets A-D	2009	1st	3-8	\$880.00
9781418978969	Focus Forward: Independent Reading Library Set	2009	1st	3-8	\$360.00
9781418979058	Focus Forward: Group 1 Set A Teacher Versions	2009	1st	3-8	\$220.00
9781418979072	Focus Forward: Group 1 Set B Teacher Versions	2009	1st	3-8	\$220.00
9781418979096	Focus Forward: Group 1 Set C Teacher Versions	2009	1st	3-8	\$220.00
9781418979119	Focus Forward: Group 1 Set D Teacher Versions	2009	1st	3-8	\$220.00
9781418979065	Focus Forward: Group 2 Set A Teacher Versions	2009	1st	3-8	\$220.00
9781418979089	Focus Forward: Group 2 Set B Teacher Versions	2009	1st	3-8	\$220.00
9781418979102	Focus Forward: Group 2 Set C Teacher Versions	2009	1st	3-8	\$220.00
9781418979126	Focus Forward: Group 2 Set D Teacher Versions	2009	1st	3-8	\$220.00
9781418955465	Focus Forward: Worktext Group 1	2009	1st	3-8	\$11.00
9781418955472	Focus Forward: Worktext Group 2	2009	1st	3-8	\$11.00
9781418955533	Focus Forward: Whole Class Teacher's Guide Volume 1	2009	1st	3-8	\$120.00
9781418955540	Focus Forward: Whole Class Teacher's Guide Volume 2	2009	1st	3-8	\$120.00
9781418979133	Focus Forward: Group 1 Student Edition Worktext Consumable 10-Packs	2009	1st	3-8	\$100.00
9781418979140	Focus Forward: Group 2 Student Edition Worktext Consumable 10-Packs	2009	1st	3-8	\$100.00
9781418979157	Focus Forward: Writing Build Its 10Pk	2009	1st	3-8	\$75.00
9781418973995	Focus Forward: Whole Class Transparencies Volume 1	2009	1st	3-8	\$49.95
9781418974145	Focus Forward: Whole Class Transparencies Volume 2	2009	1st	3-8	\$49.95
9781418974138	Focus Forward: Assessment Booklet	2009	1st	3-8	\$48.50
9781418955496	Focus Forward: Writing Build Its Single Student Set	2009	1st	3-8	\$7.50
9781418977351	Focus Forward: A Cashless Society (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977368	Focus Forward: A Night Out (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977375	Focus Forward: A Plastic World (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977382	Focus Forward: A Very Long Journey (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977399	Focus Forward: Acting The Part (Nonfiction 10Pk)	2009	1st	3-8	\$71.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781418977405	Focus Forward: African Grasslands (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977412	Focus Forward: All About Eyes (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977429	Focus Forward: Animal Disguises (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977436	Focus Forward: Animal Groups (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977443	Focus Forward: Animal Hospital (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977450	Focus Forward: Animal Travelers (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977467	Focus Forward: Anna Goes To The Zoo (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977474	Focus Forward: Antarctic Animals (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977481	Focus Forward: Aspirin (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977498	Focus Forward: At The Store (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977504	Focus Forward: Aztec Beliefs (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977511	Focus Forward: Banks & Banking (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977528	Focus Forward: Bartering (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977535	Focus Forward: Battle Of The Bands (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977542	Focus Forward: Beginnings (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977559	Focus Forward: Ben Fox Saves The Day (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977566	Focus Forward: Bertha (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977573	Focus Forward: Best Of Friends (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977580	Focus Forward: Bridges (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977597	Focus Forward: Bruno's Tea (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977603	Focus Forward: Building The Pyramids (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978600	Focus Forward: The Bully (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977610	Focus Forward: Buzz And Zip Get Lost (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977627	Focus Forward: Buzz Takes Over (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977634	Focus Forward: Cars (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977641	Focus Forward: Caves (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977658	Focus Forward: Clothes Then & Now (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977665	Focus Forward: Dad & Dan Go Camping (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977672	Focus Forward: Dad & Dan Go Fishing (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977689	Focus Forward: Dams (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977696	Focus Forward: Danny's Dream (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977702	Focus Forward: Death of the Dinosaur (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977719	Focus Forward: Democracy In Action (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977726	Focus Forward: Diary Of A Twister Chaser (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977733	Focus Forward: Dirt On My Shoe (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977757	Focus Forward: Discovering Chemistry (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977740	Focus Forward: Discovering Metals (Nonfiction 10Pk)	2009	1st	3-8	\$71.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781418977764	Focus Forward: Discovering Planets (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977771	Focus Forward: Don't Embarrass Me, Dad (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977788	Focus Forward: Earthquakes (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977795	Focus Forward: Electricity (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977801	Focus Forward: Energy In Sport (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977818	Focus Forward: Everything Is Changing (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977825	Focus Forward: Experimenting with Magnets (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977832	Focus Forward: Families Get Together (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977849	Focus Forward: Fire Ready (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977856	Focus Forward: Fixing Cars (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977863	Focus Forward: Food From The World (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977870	Focus Forward: Forces (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977887	Focus Forward: Fossil Fuels (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977894	Focus Forward: Galileo Galilei (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977900	Focus Forward: Garbage (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977917	Focus Forward: Gemini (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977924	Focus Forward: Glacier (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977931	Focus Forward: Goal! (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977948	Focus Forward: Gold (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977955	Focus Forward: Gold Rush (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977962	Focus Forward: Government In the United States (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977979	Focus Forward: Harry Helps Out (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418977986	Focus Forward: Heating Up (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418977993	Focus Forward: Helping Out (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978013	Focus Forward: Hot And Cold (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978020	Focus Forward: Human Movement (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978037	Focus Forward: I Remember When... (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978044	Focus Forward: Ice On Earth (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978051	Focus Forward: Insect Sounds (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978068	Focus Forward: Inside The Gate (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978075	Focus Forward: International Trade (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978082	Focus Forward: It's A Jungle Out There (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978099	Focus Forward: It's All About Physics (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978105	Focus Forward: Jewelry Store Robber (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978112	Focus Forward: Life In the Amazon Rainforest (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978129	Focus Forward: Lions (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978136	Focus Forward: Living In Space (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978143	Focus Forward: Lizzie's Hidden Message (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978150	Focus Forward: Locust Plague (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978167	Focus Forward: Magic Tricks (Fiction 10Pk)	2009	1st	3-8	\$71.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781418978174	Focus Forward: Making A Cake (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978181	Focus Forward: Making Headlines (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978198	Focus Forward: Making Sounds (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978204	Focus Forward: Mercury & The Woodcutter (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978211	Focus Forward: Metal Mouth (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978228	Focus Forward: Mining (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978235	Focus Forward: Money Travels (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978242	Focus Forward: More Like Home (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978259	Focus Forward: Move It (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978266	Focus Forward: Mudslide! (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978273	Focus Forward: Munir & The Magazine (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978280	Focus Forward: My Best Friend's A Genius (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978297	Focus Forward: My Bushfire Diary (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978310	Focus Forward: Natural Partners (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978327	Focus Forward: New Neighbors (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978334	Focus Forward: New Tricks (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978341	Focus Forward: Nico's List (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978358	Focus Forward: Not Again (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978365	Focus Forward: On The Team (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978372	Focus Forward: Papua New Guinea (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978389	Focus Forward: Peacekeepers (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978396	Focus Forward: People Have Their Say (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978402	Focus Forward: Pompeii (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978419	Focus Forward: Reduce, Reuse, Recycle (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978426	Focus Forward: Relegan Siddhi: A Special Community (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978433	Focus Forward: Renovations (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978440	Focus Forward: Saving Coral Reefs (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978457	Focus Forward: Saying Goodbye (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978464	Focus Forward: Scar (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978471	Focus Forward: Scary Movie (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978488	Focus Forward: Secret Agent (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978495	Focus Forward: Shipwreck (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978501	Focus Forward: Simple Machines (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978518	Focus Forward: Skeletons (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978525	Focus Forward: Slow Down, Mrs. Brown! (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978532	Focus Forward: Smallpox (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978549	Focus Forward: Starting A Business (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978556	Focus Forward: Surviving A Tsunami (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978563	Focus Forward: Taking Off (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978570	Focus Forward: Taxation (Nonfiction 10Pk)	2009	1st	3-8	\$71.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781418978587	Focus Forward: The Antarctic Treaty (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978594	Focus Forward: The Beginnings Of Democracy (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978617	Focus Forward: The Call of the Wolf (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978624	Focus Forward: The Chalk Circle (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978631	Focus Forward: The Changing Map (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978648	Focus Forward: The Coat (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978655	Focus Forward: The European Union (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978662	Focus Forward: The Game (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978679	Focus Forward: The Giant's Causeway (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978686	Focus Forward: The Golden Touch (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978693	Focus Forward: The Graveyard Shift (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978709	Focus Forward: The Great Depression (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978716	Focus Forward: The Great Wall Of China (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978723	Focus Forward: The Green Belt Movement (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978730	Focus Forward: The Heart (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978006	Focus Forward: The History Of Money (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978747	Focus Forward: The House Of Wisdom (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978754	Focus Forward: The Key Cutter's Grandson (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978761	Focus Forward: The Mess (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978303	Focus Forward: The Mystery of the Missing Bike (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978778	Focus Forward: The Riddle of the Camel Race (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978785	Focus Forward: The Stock Exchange (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978792	Focus Forward: The Story of Alexander Fleming (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978808	Focus Forward: The United Nations (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978815	Focus Forward: The Water Cycle (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978822	Focus Forward: Thomas Edison (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978839	Focus Forward: Trapped (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978846	Focus Forward: Traveling Around (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978853	Focus Forward: Understanding Rules (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978860	Focus Forward: Vega Bay (Fiction 10Pk)	2009	1st	3-8	\$71.00
9781418978877	Focus Forward: Vote For Me (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978884	Focus Forward: Voting (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978891	Focus Forward: Walking On The Moon (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978907	Focus Forward: Water World (Nonfiction 10Pk)	2009	1st	3-8	\$71.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781418978914	Focus Forward: What's The Time (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978921	Focus Forward: Wheels (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978938	Focus Forward: Who Are You? (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781418978945	Focus Forward: Wind Power (Nonfiction 10Pk)	2009	1st	3-8	\$71.00
9781419038136	Focus Forward: Bears in Camp (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037924	Focus Forward: Buzz Sees The Difference (F Independent Reader)	2009	1st	3-8	\$9.90
9781419036675	Focus Forward: Celebrating New Year (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037528	Focus Forward: Dad's Trick (F Independent Reader)	2009	1st	3-8	\$9.90
9781419036835	Focus Forward: Danger In The Snow (F Independent Reader)	2009	1st	3-8	\$9.90
9781419038532	Focus Forward: Dogs At Work (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037948	Focus Forward: Drugs In Sports (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419038242	Focus Forward: Finding A Place: Italian Migration to the States (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419038068	Focus Forward: Gadget Boy and Kid Fantastic (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037764	Focus Forward: Gadget Boy Saves The Day (F Independent Reader)	2009	1st	3-8	\$9.90
9781419038075	Focus Forward: Getting The Picture (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037375	Focus Forward: Hip Hop (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419038259	Focus Forward: I Wish (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037061	Focus Forward: Join Up Now! (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037160	Focus Forward: Jump! (F Independent Reader)	2009	1st	3-8	\$9.90
9781419036965	Focus Forward: Let's Dance (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419036767	Focus Forward: Max And The Tornado (F Independent Reader)	2009	1st	3-8	\$9.90
9781419038587	Focus Forward: Moon Bubble (F Independent Reader)	2009	1st	3-8	\$9.90
9781419038495	Focus Forward: My Best Friend Thinks I'm a Genius (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037276	Focus Forward: National Parks Around the World (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419036712	Focus Forward: Noises In The Night (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037986	Focus Forward: People Underground (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037481	Focus Forward: Powering Cars (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037085	Focus Forward: Shark! (F Independent Reader)	2009	1st	3-8	\$9.90
9781419036897	Focus Forward: Sheep Farm (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419036798	Focus Forward: Skateboarding (NF Independent Reader)	2009	1st	3-8	\$9.90

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781419038211	Focus Forward: Space Junk, Meteors, and Comets (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037207	Focus Forward: Sports Clothes (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037283	Focus Forward: Super Fit (F Independent Reader)	2009	1st	3-8	\$9.90
9781419038365	Focus Forward: The Contest (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037474	Focus Forward: The Inventors' Club (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037887	Focus Forward: The Inventors Club Meets Again (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037412	Focus Forward: Time Travel: Ship Ahoy! (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037016	Focus Forward: Time Travel: The Dinosaurs (F Independent Reader)	2009	1st	3-8	\$9.90
9781419038402	Focus Forward: Twins (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037597	Focus Forward: UFOs: Ordinary Or Alien? (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419038518	Focus Forward: Underground Rescue (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037696	Focus Forward: Unusual Hobbies (NF Independent Reader)	2009	1st	3-8	\$9.90
9781419037702	Focus Forward: Wait And See (F Independent Reader)	2009	1st	3-8	\$9.90
9781419037917	Focus Forward: World Heritage (NF Independent Reader)	2009	1st	3-8	\$9.90
9781418979409	Intervention By Design K-2 Primary Complete Set	2009	1st	K-2	\$2,250.00
9781418979416	Intervention By Design 3-5 Intermediate Complete Set	2009	1st	3-5	\$2,750.00
SRA/MCGRAW-HILL					
READ TO ACHIEVE					
9780076219896	Comprehending Content Area: Content Area Reader	2010	1st	6-8	\$32.70
9780076219902	Comprehending Content Area: Workbook	2010	1st	6-8	\$12.96
9780076219872	Comprehending Content Area: Classroom Teacher Package	2010	1st	6-8	\$289.80
9780076219940	Comprehending Content Area: Additional Professional Development Guide	2010	1st	6-8	\$24.00
9780076220007	Comprehending Narrative Text: Above and Beyond: A NonFiction Anthology	2010	1st	6-8	\$32.70
9780076219995	Comprehending Narrative Text: Hatchet (paperback book)	2010	1st	6-8	\$7.20
9780076219988	Comprehending Narrative Text: Workbook	2010	1st	6-8	\$9.36
9780076219964	Comprehending Narrative Text: Classroom Teacher Package	2010	1st	6-8	\$259.80
9780076220069	Comprehending Narrative Text: Additional Professional Development Guide	2010	1st	6-8	\$24.00
9780076234011	eSuite for Read to Achieve	2010	1st	6-8	\$59.70
SRA READING SUCCESS					
9780076184804	Student Workbook, Foundations	2008	1st	4-8	\$11.94
9780076185054	Teacher Classroom Package, Foundations	2008	1st	4-8	\$122.40
9780076184842	Additional Assessment Blackline Masters, Foundations	2008	1st	4-8	\$26.94
9780076184811	Student Workbook, Level A	2008	1st	4-8	\$11.94

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9780076185061	Teacher Classroom Package, Level A	2008	1st	4-8	\$122.40
9780076184859	Additional Assessment Blackline Masters, Level A	2008	1st	4-8	\$26.94
9780076184828	Student Workbook, Level B	2008	1st	4-8	\$13.98
9780076185078	Teacher Classroom Package, Level B	2008	1st	4-8	\$138.00
9780076184866	Additional Assessment Blackline Masters, Level B	2008	1st	4-8	\$26.94
9780076184835	Student Workbook, Level C	2008	1st	4-8	\$13.98
9780076185085	Teacher Classroom Package, Level C	2008	1st	4-8	\$138.00
9780076184873	Additional Assessment Blackline Masters, Level C	2008	1st	4-8	\$26.94
	SRA MATH SKILLBUILDER				
9780076186167	Gold Book, Student Edition, Level 1	2008	1st	1-8	\$12.36
9780076186082	Gold Book, Teacher Edition, Level 1	2008	1st	1-8	\$30.39
9780076186174	Brown Book, Student Edition, Level 2	2008	1st	1-8	\$12.36
9780076186099	Brown Book, Teacher Edition, Level 2	2008	1st	1-8	\$30.90
9780076186181	Red Book, Student Edition, Level 3	2008	1st	1-8	\$13.59
9780076186105	Red Book, Teacher Edition, Level 3	2008	1st	1-8	\$33.99
9780076186198	Orange Book, Student Edition, Level 4	2008	1st	1-8	\$13.59
9780076186112	Orange Book, Teacher Edition, Level 4	2008	1st	1-8	\$33.99
9780076186204	Yellow Book, Student Edition, Level 5	2008	1st	1-8	\$13.80
9780076186129	Yellow Book, Teacher Edition, Level 5	2008	1st	1-8	\$34.44
9780076186211	Green Book, Student Edition, Level 6	2008	1st	1-8	\$13.80
9780076186136	Green Book, Teacher Edition, Level 6	2008	1st	1-8	\$34.44
9780076186228	Blue Book, Student Edition, Level 7	2008	1st	1-8	\$14.85
9780076186143	Blue Book, Teacher Edition, Level 7	2008	1st	1-8	\$36.90
9780076186235	Purple Book, Student Edition, Level 8	2008	1st	1-8	\$14.85
9780076186150	Purple Book, Teacher Edition, Level 8	2008	1st	1-8	\$36.90
	STECK-VAUGHN, an imprint of HMH Supplemental Publishers Inc.				
9781419030604	Elements of Reading: Vocabulary Level D Complete Package	2007	1st	4	\$464.10
9781419034886	Elements of Reading: Vocabulary Level D Rev It Up! Student Book (25-Pack)	2007	1st	4	\$261.00
9781419030505	Elements of Reading: Vocabulary Level D REV It Up! Student Book	2007	1st	4	\$10.90
9781419034893	Elements of Reading: Vocabulary Level D Writer's Log (25-Pack)	2007	1st	4	\$180.20
9781419030482	Elements of Reading: Vocabulary Level D Writer's Log	2007	1st	4	\$7.60
9781419030611	Elements of Reading: Vocabulary Level E Complete Package	2007	1st	5	\$464.10
9781419034909	Elements of Reading: Vocabulary Level E Rev It Up! Student Book (25-Pack)	2007	1st	5	\$261.00
9781419030512	Elements of Reading: Vocabulary Level E REV It Up! Student Book	2007	1st	5	\$10.90
9781419034916	Elements of Reading: Vocabulary Level E Writer's Log (25-Pack)	2007	1st	5	\$180.20
9781419030499	Elements of Reading: Vocabulary Level E Writer's Log	2007	1st	5	\$7.60
9781419040368	Rev It Up! Course 1 Classroom Package	2008	1st	6	\$309.75
9781419040375	Rev It Up! Course 2 Classroom Package	2008	1st	7	\$309.75
9781419040382	Rev It Up! Course 3 Classroom Package	2008	1st	8	\$309.75
9781419040429	Rev It Up! Course 1 Teacher's Guide	2008	1st	6	\$50.00
9781419040436	Rev It Up! Course 2 Teacher's Guide	2008	1st	7	\$50.00
9781419040443	Rev It Up! Course 3 Teacher's Guide	2008	1st	8	\$50.00
9781419040399	Rev It Up! Course 1 Student Book	2008	1st	6	\$15.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781419040405	Rev It Up! Course 2 Student Book	2008	1st	7	\$15.00
9781419040412	Rev It Up! Course 3 Student Book	2008	1st	8	\$15.00
9781419044649	Rev It Up! Course 1 Writer's Log	2008	1st	6	\$8.50
9781419044656	Rev It Up! Course 2 Writer's Log	2008	1st	7	\$8.50
9781419044663	Rev It Up! Course 3 Writer's Log	2008	1st	8	\$8.50
9781419044618	Rev It Up! Course 1 Concept Card Kit	2008	1st	6	\$120.00
9781419044625	Rev It Up! Course 2 Concept Card Kit	2008	1st	7	\$120.00
9781419044632	Rev It Up! Course 3 Concept Card Kit	2008	1st	8	\$120.00
WIRELESS GENERATION, INC					
Burst Reading Licensing					
	***Burst Reading	2009	6th	K-3	\$60.00
	mCLASS:DIBELS				\$13.50
	per student				\$73.50
	Burst Reading Training (25 attendees per training session)				
5600	Burst: Reading First-Year Implementation and Training Package (includes 8 Burst Bags)				\$3,995.00
5000	Product Training Session (1Day on-Site aTeacher Training)				\$3,200.00
	Kits (Per Teacher)				
3400	Burst Bag				\$195.00
	*Burst Bags are required for each additional teacher beyond				
	the 8 Burst Bags included in the Burst:Reading Training				
3040	Mclass:dibels Kit		6th	K-3	\$65.00
	Implementation with Remote Installation (per building)				\$400.00
WRIGHT GROUP					
	X-Zone				
978-1-4045-3618-0	Classroom Set 1	2006	1st	4-6	\$573.30
978-1-4045-3622-7	Classroom Set 1 Lesson Plan Set	2006	1st	4-6	\$86.85
978-1-4045-3626-5	X-Zone Program Overview		1st	4-6	\$22.05
978-1-4045-3603-6	Classroom Set 1 It's a Wild Ride Level N 6-pack		1st	4-6	\$42.60
978-1-4045-3606-7	Classroom Set 1 You Live There! Level N 6-Pack		1st	4-6	\$42.60
978-1-4045-3608-1	Classroom Set 1Hanging Out Together Level O 6-Pack		1st	4-6	\$42.60
978-1-4045-3617-3	Classroom Set 1 It's About Time Level P 6-pack		1st	4-6	\$42.60
978-1-4045-3619-7	Classroom Set 2		1st	4-6	\$573.30
978-1-4045-3623-4	Classroom Set 2 Lesson Plan Set		1st	4-6	\$86.85
978-1-4045-3626-5	X-Zone Program Overview		1st	4-6	\$22.05
978-1-4045-3611-1	Classroom Set 2 Car Crazy Level N 6 Pack		1st	4-6	\$42.60
978-1-4045-3598-5	Classroom Set 2 Ready, Set, Go! Level N 6-pack		1st	4-6	\$42.60
978-1-4045-3613-5	Classroom Set 2 Make 'em Laugh Level (6 pack		1st	4-6	\$42.60
978-1-4045-3609-8	Classroom Set 2 There's No Place Like Home Level O 6 pack		1st	4-6	\$42.60
978-1-4045-3600-5	Classroom Set 2 Under the Streets Level P 6 pack		1st	4-6	\$42.60
978-1-4045-3620-3	Classroom Set 3		1st	4-6	\$573.30
978-1-4045-3624-1	Classroom Set 3 Lesson Plan Set		1st	4-6	\$86.85
978-1-4045-3621-0	Classroom Set 4		1st	4-6	\$573.30
978-1-4045-3625-8	Classroom Set 4 Lesson Plan Set		1st	4-6	\$86.85

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

978-1-4045-3628-9	Leveled Library 1-2		1st	4-6	\$160.50
978-1-4045-3627-2	X-Zone Activity CD-ROM		1st	4-6	\$22.05
978-1-4045-3686-9	Leveled Library 3-4		1st	4-6	\$160.50
	NOT RECOMMENDED				
DEN PUBLISHING COMPANY					
978-09742195-61	Students' First Reading Book	2009	SE	K-12	\$9.84
978-09742195-78	Students' First Reading Book	2009	TE	K-12	comp.
ESSENTIAL SKILLS SOFTWARE					
894885112	Super Phonics- Single License	2006	SE	K-2	\$98.00
894885147	Super Phonics- Lab License	2006	SE	K-2	\$329.00
894885155	Super Phonics- Site License	2006	SE	K-2	\$689.00
894885015	Super Phonics Level 2- Single	2006	SE	2-3	\$98.00
894885538	Super Phonics Level 2- Lab	2006	SE	2-3	\$329.00
894885562	Super Phonics Level 2- Site	2006	SE	2-3	\$689.00
894885023	Sight Words- Single License	2006	SE	K-2	\$98.00
894885163	Sight Words- Lab License	2006	SE	K-2	\$329.00
894885171	Sight Words- Site License	2006	SE	K-2	\$689.00
894885104	Sight Words Level 2- Single	2006	SE	2-3	\$98.00
894885554	Sight Words Level 2- Lab	2006	SE	2-3	\$329.00
894885562	Sight Words Level 2- Site	2006	SE	2-3	\$689.00
894885090	Reading Comprehension Single	2006	SE	1-2	\$98.00
894885511	Reading Comprehension Lab	2006	SE	1-2	\$329.00
89488552X	Reading Comprehension Site	2006	SE	1-2	\$689.00
894885031	Reading Comprehension 2 Single	2006	SE	2-3	\$98.00
89488518X	Reading Comprehension 2 Lab	2006	SE	2-3	\$329.00
894885198	Reading Comprehension 2 Site	2006	SE	2-3	\$689.00
894885252	Reading Comprehension 3 Single	2006	SE	3-4	\$98.00
894885279	Reading Comprehension 3 Lab	2006	SE	3-4	\$329.00
894885279	Reading Comprehension 3 Site	2006	SE	3-4	\$689.00
89706344X	Reading Comprehension 4 Single	2006	SE	4-5	\$98.00
897063458	Reading Comprehension 4 Lab	2006	SE	4-5	\$329.00
897063466	Reading Comprehension 4 Site	2006	SE	4-5	\$689.00
897063474	Reading Comprehension 5 Single	2006	SE	5-6	\$98.00
897063482	Reading Comprehension 5 Lab	2006	SE	5-6	\$329.00
897063490	Reading Comprehension 5 Site	2006	SE	5-6	\$689.00
897063504	Reading Comprehension 6 Single	2006	SE	6-7	\$98.00
897063512	Reading Comprehension 6 Lab	2006	SE	6-7	\$329.00
897063520	Reading Comprehension 6 Site	2006	SE	6-7	\$689.00
894885937	Vocabulary Builder 3 Single	2006	SE	3	\$98.00
894885945	Vocabulary Builder 3 Lab	2006	SE	3	\$329.00
894885953	Vocabulary Builder 3 Site	2006	SE	3	\$689.00
894885961	Vocabulary Builder 4 Single	2006	SE	4	\$98.00
89488597X	Vocabulary Builder 4 Lab	2006	SE	4	\$329.00
894885988	Vocabulary Builder 4 Site	2006	SE	4	\$689.00
897063024	Vocabulary Builder 5 Single	2006	SE	5	\$98.00
897063008	Vocabulary Builder 5 Lab	2006	SE	5	\$329.00
897063016	Vocabulary Builder 5 Site	2006	SE	5	\$689.00
897063504	Vocabulary Builder 6 Single	2006	SE	6	\$98.00
897063512	Vocabulary Builder 6 Lab	2006	SE	6	\$329.00
897063520	Vocabulary Builder 6 Site	2006	SE	6	\$689.00
897063091	High-Low Readers 2+ Single	2006	SE	2-3	\$98.00
897063083	High-Low Readers 2+ Lab	2004	SE	2-3	\$329.00
897063075	High-Low Readers 2+ Site	2004	SE	2-3	\$689.00
894885635	High-Low Readers 3 Single	2003	SE	2.5-3.5	\$98.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

894885643	High-Low Readers 3 Lab	2003	SE	2.5-3.5	\$329.00
894885651	High-Low Readers 3 Site	2003	SE	2.5-3.5	\$689.00
897063121	High-Low Readers 3+ Single	2004	SE	3-4	\$98.00
897063113	High-Low Readers 3+ Lab	2004	SE	3-4	\$329.00
897063105	High-Low Readers 3+ Site	2004	SE	3-4	\$689.00
89488566X	High-Low Readers 4 Single	2003	SE	3.5-4.5	\$98.00
894885678	High-Low Readers 4 Lab	2003	SE	3.5-4.5	\$329.00
894885686	High-Low Readers 4 Site	2003	SE	3.5-4.5	\$689.00
897063156	High-Low Readers 4+ Single	2004	SE	4-5	\$98.00
897063148	High-Low Readers 4+ Lab	2004	SE	4-5	\$329.00
89706313X	High-Low Readers 4+ Site	2004	SE	4-5	\$689.00
GREAT SOURCE					
				6-8	
978-0669521085	Reading Advantage Foundations Level Individual Kit	2005	1st		\$425.80
978-0669505863	Reading Advantage Level A Individual Kit	2005	1st	6-8	\$484.40
978-0669505993	Reading Advantage Level B Individual Kit	2005	1st	6-8	\$484.40
978-0669506112	Reading Advantage Level C Individual Kit	2005	1st	6-8	\$484.40
978-0669506242	Reading Advantage Level D Individual Kit	2005	1st	6-8	\$484.40
978-0669506389	Reading Advantage Level E Individual Kit	2005	1st	6-8	\$484.40
978-0669506501	Reading Advantage Level F Individual Kit	2005	1st	6-8	\$484.40
	Reading Advantage Foundations Level Teacher's Edition			6-8	
978-0669014174		2009	1st		\$41.50
978-0669014105	Reading Advantage Level A Teacher's Edition	2009	1st	6-8	\$41.50
978-0669014228	Reading Advantage Level B Teacher's Edition	2009	1st	6-8	\$41.50
978-0669014327	Reading Advantage Level C Teacher's Edition	2009	1st	6-8	\$41.50
978-0669013900	Reading Advantage Level D Teacher's Edition	2009	1st	6-8	\$41.50
978-0669013924	Reading Advantage Level E Teacher's Edition	2009	1st	6-8	\$41.50
978-0669013955	Reading Advantage Level F Teacher's Edition	2009	1st	6-8	\$41.50
KAPLAN LEARNING SERVICES					
1580596533	SPELLREAD - STUDENT KIT AND STUDENT MATERIALS (Set of 5 students)	2007	3rd	2-8	\$1,050.00
1580596606	SPELLREAD - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2007	3rd	2-8	\$100.00
1580596592	SPELLREAD - TEACHER/CLASSROOM CARD KIT	2007	3rd	2-8	\$1,500.00
PHILLIP ROY, INC.					
1-56818-269-4		2008		K	\$550.00
RHYMES 'n' TIMES					
RNTCL1	Rhymes 'n' Times Classroom	2008	2nd	K-6	\$349.00
DNSCL1	Divide 'n' Slide Classroom Kit	2008	2nd	K-6	\$349.00
FFACL1	Fishin' for Addition Classroom Kit	2008	2nd	K-6	\$349.00
SIACL1	Substration in Action Classroom kit	2008	2nd	K-6	\$349.00
CLS1	Classroom Suite	2008	2nd	K-6	\$1,299.99
RNTPK1	Rhymes 'n' Times Parent Kit	2008	2nd	K-6	\$119.99
DNSPK1	Divide 'n' Slide Parent Kit	2008	2nd	K-6	\$119.99
FFAPK1	Fishin' for Addition Parent Kit	2008	2nd	K-6	\$119.99
SIAPK1	Substration in Action Parent kit	2008	2nd	K-6	\$119.99
PKS1	Rhymes 'n' Times Workbook	2008	2nd	K-6	\$449.99
RNTWB1	Divide 'n' Slide Workbookt	2008	2nd	K-6	\$12.99
FFAWB1	Fishin' for Addition Workbook	2008	2nd	K-6	\$12.99
SIAWB1		2008	2nd	K-6	\$12.99
STECK VAUGHN IMPRINT					
9781419078408	Gateways Level 1A Complete Kit	2010	1st	4-8	\$1,552.75
9781419078460	Gateways Level 1A Student Consumable Refill Set	2010	1st	4-8	\$247.50

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

9781419060397	Gateways Level 1A Student Add-On Set	2010	1st	4-8	\$101.65
9781419060441	Gateways Level 1A Student Consumable Refill Add-On Set	2010	1st	4-8	\$24.75
9781419078569	Gateways Level 1A Student Material Kit	2010	1st	4-8	\$1,016.40
9781419060595	Gateways Level 1A Teacher Material Kit	2010	1st	4-8	\$1,340.95
9781419060298	Gateways Level 1A/1B Reading Library	2010	1st	4-8	\$130.35
9781419078385	Gateways Student Placement Tests	2010	1st	4-8	\$25.95
9781419078415	Gateways Level 1B Complete Kit	2010	1st	4-8	\$1,552.75
9781419078477	Gateways Level 1B Student Consumable Refill Set	2010	1st	4-8	\$247.50
9781419060403	Gateways Level 1B Student Add-On Set	2010	1st	4-8	\$101.65
9781419060458	Gateways Level 1B Student Consumable Refill Add-On Set	2010	1st	4-8	\$24.75
9781419078576	Gateways Level 1B Student Material Kit	2010	1st	4-8	\$1,016.40
9781419060601	Gateways Level 1B Teacher Material Kit	2010	1st	4-8	\$1,340.95
9781419078422	Gateways Level 2 Complete Kit	2010	1st	4-8	\$1,324.55
9781419078484	Gateways Level 2 Student Consumable Refill Set	2010	1st	4-8	\$247.50
9781419060410	Gateways Level 2 Student Add-On Set		1st	4-8	\$79.70
9781419060465	Gateways Level 2 Student Consumable Refill Add-On Set	2010	1st	4-8	\$24.75
9781419078583	Gateways Level 2 Student Material Kit	2010	1st	4-8	\$796.95
9781419060618	Gateways Level 2 Teacher Material Kit	2010	1st	4-8	\$1,319.05
9781419060304	Gateways Level 2 Reading Library	2010	1st	4-8	\$101.35
9781419078385	Gateways Level 2 Student Placement Tests	2010	1st	4-8	\$25.95
9781419078439	Gateways Level 3 Complete Kit	2010	1st	4-8	\$1,326.75
9781419078491	Gateways Level 3 Student Consumable Refill Set	2010	1st	4-8	\$247.50
9781419060427	Gateways Level 3 Student Add-On Set	2010	1st	4-8	\$68.75
9781419060472	Gateways Level 3 Student Consumable Refill Add-On Set	2010	1st	4-8	\$24.75
9781419078590	Gateways Level 3 Student Material Kit	2010	1st	4-8	\$796.95
9781419060625	Gateways Level 3 Teacher Material Kit	2010	1st	4-8	\$1,324.45
9781419060311	Gateways Level 3 Reading Library	2010	1st	4-8	\$116.15
9781419078446	Gateways Level 4 Complete Kit	2010	1st	4-8	\$1,326.75
9781419078507	Gateways Level 4 Student Consumable Refill Set	2010	1st	4-8	\$247.50
9781419060434	Gateways Level 4 Student Add-On Set	2010	1st	4-8	\$79.70
9781419060489	Gateways Level 4 Student Consumable Refill Add-On Set	2010	1st	4-8	\$24.75
9781419078606	Gateways Level 4 Student Material Kit	2010	1st	4-8	\$796.95
9781419060632	Gateways Level 4 Teacher Material Kit	2010	1st	4-8	\$1,324.45
9781419060328	Gateways Level 4 Reading Library	2010	1st	4-8	\$101.95
	RECOMMENDED				
	BASAL 9-12				
WRIGHT GROUP/MCGRAW					
	Contemporary's Science Series	2009			
	Contemporary's Biology: Exploring the Science of Life				
978-0-07-704129-8	Contemporary's Biology: Exploring the Science of Life Student Edition		1st	9--12	\$59.97
978-0-07-704536-4	Contemporary's Biology: Exploring the Science of Life+D1437		1st	9--12	\$39.96
978-0-07-704133-5	Contemporary's Biology: Exploring the Science of Life		1st	9--12	\$39.96
978-0-07-704131-1	Contemporary's Biology: Exploring the Science of Life		1st	9--12	\$9.51

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

978-0-07-704132-8	Contemporary's Biology: Exploring the Science of Life		1st	9--12	\$9.51
978-0-07-704130-4	Contemporary's Biology: Exploring the Science of Life		1st	9--12	\$57.96
978-0-07-704134-2	Contemporary's Biology: Exploring the Science of Life		1st	9--12	\$99.99
978-0-07-704136-6	Contemporary's Biology: Exploring the Science of Life		1st	9--12	\$69.99
978-0-07-704137-3	Contemporary's Biology: Exploring the Science of Life		1st	9--12	\$79.98
978-0-07-704135-9	Contemporary's Biology: Exploring the Science of Life		1st	9--12	\$99.99
	Contemporary's Earth & Space Science: Exploring the Universe				
978-0-07-704149-6	Contemporary's Earth Science: Exploring the Universe Student Ed.		1st	9--12	\$59.97
978-0-07-704148-9	Contemporary's Earth Science: Exploring the Universe Student Ed.		1st	9--12	\$39.96
978-0-07-704153-3	Contemporary's Earth Science: Exploring the Universe Student Ed. CD-Rom		1st	9--12	\$39.96
978-0-07-704151-9	Contemporary's Earth Science: Exploring the Universe Laboratory		1st	9--12	\$9.51
978-0-07-704152-6	Contemporary's Earth Science: Exploring the Universe Workbook		1st	9--12	\$9.51
978-0-07-704150-2	Contemporary's Earth Science: Exploring the Universe Teacher Ed.		1st	9--12	\$57.96
978-0-07-704154-0	Contemporary's Earth Science: Exploring the Universe Teacher CD		1st	9--12	\$99.99
978-0-07-704156-4	Contemporary's Earth Science: Exploring the Universe BLM Assessment		1st	9--12	\$69.99
978-0-07-704157-1	Contemporary's Earth Science: Exploring the Universe Overhead		1st	9--12	\$79.98
978-0-07-704155-7	Contemporary's Earth Science: Exploring the Universe Exam View		1st	9--12	\$99.99
	Contemporary's Physical Science: Exploring Matter and Energy				
978-0-07-704139-7	Contemporary's Earth Science: Exploring the Universe Student Ed.		1st	9--12	\$59.97
978-0-07-704138-0	Contemporary's Earth Science: Exploring the Universe Student Ed.		1st	9--12	\$39.96
978-0-07-704143-4	Contemporary's Earth Science: Exploring the Universe Student Ed. CD-Rom		1st	9--12	\$39.96
978-0-07-704141-0	Contemporary's Earth Science: Exploring the Universe Laboratory		1st	9--12	\$9.51
978-0-07-704142-7	Contemporary's Earth Science: Exploring the Universe Workbook		1st	9--12	\$9.51
978-0-07-704140-3	Contemporary's Earth Science: Exploring the Universe Teacher Ed.		1st	9--12	\$57.96
978-0-07-704144-1	Contemporary's Earth Science: Exploring the Universe Teacher CD		1st	9--12	\$99.99
978-0-07-704146-5	Contemporary's Earth Science: Exploring the Universe BLM Assessment		1st	9--12	\$69.99
978-0-07-704147-2	Contemporary's Earth Science: Exploring the Universe Overhead		1st	9--12	\$79.98

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
SPECIAL EDUCATION, K-8 (2010-2016)

978-0-07-704145-8	Contemporary's Earth Science: Exploring the Universe Exam View		1st	9--12	\$99.99
SUPPLEMENTAL 9-12					
KAPLAN, INC.					
9781580597074	KAPLAN FOUNDATIONS: ACT - MATH AND SCIENCE - STUDENT EDITION	2009	1st	9-12	\$18.00
9781580597050	KAPLAN FOUNDATIONS: ACT - ENGLISH - STUDENT EDITION	2009	1st	9-12	\$18.00
9781580597081	KAPLAN FOUNDATIONS: ACT - MATH AND SCIENCE - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2009	1st	9-12	\$30.00
9781580597067	KAPLAN FOUNDATIONS: ACT - ENGLISH - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2009	1st	9-12	\$30.00
			1st		
9781580597203	KAPLAN ADVANTAGE: ACT - MATH - STUDENT EDITION	2006	1st	9-12	\$18.00
9781580597180	KAPLAN ADVANTAGE: ACT - SCIENCE - STUDENT EDITION	2006	1st	9-12	\$18.00
9781580597227	KAPLAN ADVANTAGE: ACT - ENGLISH - STUDENT EDITION	2007	2nd	9-12	\$18.00
9781580597210	KAPLAN ADVANTAGE: ACT - MATH - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2006	1st	9-12	\$30.00
9781580597197	KAPLAN ADVANTAGE: ACT - SCIENCE - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2006	1st	9-12	\$30.00
9781580597234	KAPLAN ADVANTAGE: ACT - ENGLISH - ADDITIONAL, INDIVIDUAL TEACHER EDITION	2007	2nd	9-12	\$30.00
WRIGHT GROUP/MCGRAW					
978-1-4045-7633-9	Contemporary's Foundations Reading		2nd	9--12	\$14.97
978-1-4045-7634-6	Contemporary's Foundations Writing		2nd	9--12	\$14.97
978-1-4045-7635-3	Contemporary's Foundations Social Studies		2nd	9--12	\$14.97
978-1-4045-7636-0	Contemporary's Foundations Science		2nd	9--12	\$14.97
978-1-4045-7637-7	Contemporary's Foundations Mathematics		2nd	9--12	\$14.97
978-0-07-654861-3	Contemporary's Foundations Skills Workbook Reading		1st	9--12	\$3.99
978-0-07-654862-0	Contemporary's Foundations Writing		1st	9--12	\$3.99
978-0-07-654860-6	Contemporary's Foundations Social Studies		1st	9--12	\$3.99
978-0-07-654859-0	Contemporary's Foundations Science		1st	9--12	\$3.99
978-0-07-654858-3	Contemporary's Foundations M+D1405		1st	9--12	\$3.99
NOT RECOMMENDED					
PHILLIP ROY, INC.					
1-56818-225-2	Encyclopedia of Basic Employment and Daily Living Skills			9--10	\$495.00
1-56818-302-X	Character Education/Life Skills Curriculum CD-ROM			9--10	\$1,395.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

ISBN OR CODE NO.	TITLE	COPY- RIGHT	EDITION	GRADE(S)	WHOLESALE PRICE
RECOMMENDED, ART, GRADES K-8					
DAVIS PUBLICATIONS, INC.					
	EXPLORATIONS IN ART KINDERGARTEN	2008	1st	K	
978-0-87192-776-7	Big Book				\$392.95
978-0-87192-827-6	Kindergarten e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e- communities.)			K	\$414.95
978-0-87192-836-8	Kindergarten e-Book & 1 Big Book (Print)			K	\$549.75
978-0-87192-774-3	Teacher's Edition			K	\$85.95
978-0-87192-803-0	Music CDs (set of 2)			K	\$38.95
978-0-87192-821-4	Instructional Posters (Set of 10)			K	\$71.00
	EXPLORATIONS IN ART GRADE ONE	2008	1st		
978-0-87192-764-4	Student Book			1	\$38.95
978-0-87192-828-3	Student e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e-communities.)			1	\$998.95
978-0-87192-777-4	Big Book			1	\$392.95
978-0-87192-765-1	Teacher's Edition			1	\$85.95
978-0-87192-931-0	e-Book & 25 printed Student Books			1	\$1,339.50
978-0-87192-804-7	Fine Art and Studio Process CD-ROM			1	\$116.95
978-0-87192-786-6	Large Reproductions (Set of 18)			1	\$262.95
978-0-87192-792-7	Overhead Transparencies (Set of 36)			1	\$116.95
978-0-87192-798-9	Resource Masters CD-ROM			1	\$130.95
978-0-87192-803-0	Music CDs (Set of 2)			1	\$38.95
978-0-87192-737-8	Compare & Contrast CD-ROM			1	\$299.95
978-0-87192-810-8	Vocabulary Cards (Set of 30)			1	\$34.95
978-0-87192-816-0	Artist Cards (Set of 30)			1	\$34.95
978-0-87192-821-4	Instructional Posters (Set of 10)			1	\$71.00
	GRADE TWO				
978-0-87192-766-8	Student Book			2	\$38.95
978-0-87192-829-0	Student e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e- communities.)			2	\$998.95
978-0-87192-778-1	Big Book			2	\$392.95
978-0-87192-767-5	Teacher's Edition			2	\$85.95
978-0-87192-932-7	e-Book & 25 printed Student Books			2	\$1,339.50
978-0-87192-805-4	Fine Art and Studio Process CD-ROM			2	\$116.95
978-0-87192-787-3	Large Reproductions (Set of 18)			2	\$262.95
978-0-87192-793-4	Overhead Transparencies (Set of 36)			2	\$116.95
978-0-87192-799-6	Resource Masters CD-ROM			2	\$130.95
978-0-87192-803-0	Music CDs (Set of 2)			2	\$38.95
978-0-87192-737-8	Compare & Contrast CD-ROM			2	\$299.95
978-0-87192-811-5	Vocabulary Cards (Set of 30)			2	\$34.95
978-0-87192-817-7	Artist Cards (Set of 30)			2	\$34.95
978-0-87192-821-4	Instructional Posters (Set of 10)			2	\$71.00
	GRADE THREE				
978-0-87192-768-2	Student Book			3	\$38.95
978-0-87192-830-6	Student e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e-communities.)			3	\$998.95
978-0-87192-769-9	Teacher's Edition			3	\$85.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

978-0-87192-933-4	e-Book & 25 printed Student Books			3	\$1,339.50
978-0-87192-806-1	Fine Art and Studio Process CD-ROM			3	\$116.95
DAVIS PUBLICATIONS, INC., Continued					
978-0-87192-788-0	Large Reproductions (Set of 18)			3	\$262.95
978-0-87192-794-1	Overhead Transparencies (Set of 36)			3	\$116.95
978-0-87192-800-9	Resource Masters CD-ROM			3	\$130.95
978-0-87192-803-0	Music CDs (Set of 2)			3	\$38.95
978-0-87192-737-8	Compare & Contrast CD-ROM			3	\$299.95
978-0-87192-812-2	Vocabulary Cards (Set of 30)			3	\$34.95
978-0-87192-818-4	Artist Cards (Set of 30)			3	\$34.95
978-0-87192-822-1	Instructional Posters (Set of 10)			3	\$71.00
GRADE FOUR					
978-0-87192-770-5	Student Book			4	\$38.95
978-0-87192-831-3	Student e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e-communities.)			4	\$998.95
978-0-87192-934-1	e-Book& 25 printed Student Books			4	\$1,339.50
978-0-87192-771-2	Teacher's Edition			4	\$85.95
978-0-87192-807-8	Fine Art and Studio Process CD-ROM			4	\$116.95
978-0-87192-789-7	Large Reproductions (Set of 18)			4	\$262.95
978-0-87192-795-8	Overhead Transparencies (Set of 36)			4	\$116.95
978-0-87191-801-6	Resource Masters CD-ROM			4	\$130.95
978-0-87192-803-0	Music CDs (Set of 2)			4	\$38.95
978-0-87192-737-8	Compare & Contrast CD-ROM			4	\$299.95
978-0-87192-813-9	Vocabulary Cards (Set of 30)			4	\$34.95
978-0-87192-819-1	Artist Cards (Set of 30)			4	\$34.95
978-0-87192-822-1	Instructional Posters (Set of 10)			4	\$71.00
GRADE FIVE					
978-0-87192-772-9	Student Book			5	\$38.95
978-0-87192-832-0	Student e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e-communities.)			5	\$998.95
978-0-87192-935-8	e-Book & 25 printed Student Books			5	\$1,339.50
978-0-87192-773-6	Teacher's Edition			5	\$85.95
978-0-87192-808-5	Fine Art and Studio Process CD-ROM			5	\$116.95
978-0-87192-790-3	Large Reproductions (Set of 18)			5	\$262.95
978-0-87192-796-5	Overhead Transparencies (Set of 36)			5	\$116.95
978-0-87192-802-3	Resource Masters CD-ROM			5	\$130.95
978-0-87192-803-0	Music CDs (Set of 2)			5	\$38.95
978-0-87192-737-8	Compare & Contrast CD-ROM			5	\$299.95
978-0-87192-814-6	Vocabulary Cards (Set of 30)			5	\$34.95
978-0-87192-820-7	Artist Cards (Set of 30)			5	\$34.95
978-0-87192-823-8	Instructional Posters (Set of 10)			5	\$71.00
EXPLORATIONS IN ART		2009	2nd		
A PERSONAL JOURNEY					
978-0-87192-883-2	Student Book			6	\$61.95
978-0-87192-927-3	Davis Digital e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e-communities.)			6	\$1,573.95
978-0-87192-897-9	Teacher's Edition			6	\$85.95
978-0-87192-941-9	Davis Digital e-Book & 25 printed Student Books			6	\$2,120.00
978-0-87192-920-4	Large Reproductions (Set of 18)			6	\$210.95
978-0-87192-921-1	Overhead Transparencies (Set of 27)			6	\$112.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

978-0-87192-922-8	e-Gallery/Compare & Contrast CD-ROM (72 Images)			6	\$185.00
978-0-87192-923-5	Student Gallery CD-ROM			6	\$59.95
978-0-87192-926-6	Resource Masters CD-ROM			6	\$178.95
DAVIS PUBLICATIONS, INC., Continued					
978-0-87192-746-0	Art Careers DVD (18 Interviews)			6	\$199.95
978-0-87192-803-0	Music CDs (Set of 2)			6	\$38.95
	A COMMUNITY CONNECTION	2009	2nd		
978-0-87192-882-5	Student Book			7	\$61.95
978-0-87192-917-4	Davis Digital e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e-communities.)			7	\$1,573.95
978-0-87192-896-2	Teacher's Edition			7	\$85.95
978-0-87192-943-3	Davis Digital e-Book & 25 printed Student Books			7	\$2,120.00
978-0-87192-910-5	Large Reproductions (Set of 18)			7	\$210.95
978-0-87192-911-2	Overhead Transparencies (Set of 27)			7	\$112.95
978-0-87192-912-9	e-Gallery/Compare & Contrast CD-ROM (72 Images)			7	\$185.00
978-0-87192-913-6	Student Gallery CD-ROM			7	\$59.95
978-0-87192-916-7	Resource Masters CD-ROM			7	\$178.95
978-0-87192-746-0	Art Careers DVD (18 Interviews)			7	\$199.95
978-0-87192-803-0	Music CDs (Set of 2)			7	\$38.95
	EXPLORATIONS IN ART	2009	2nd		
	A Global Pursuit				
978-0-87192-881-8	Student Book			8	\$61.95
978-0-87192-907-5	Davis Digital e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e-communities.)			8	\$1,573.95
978-0-87192-895-5	Teacher's Edition			8	\$85.95
978-0-87192-942-6	Davis Digital e-Book & 25 printed Student Books			8	\$2,120.00
978-0-87192-900-6	Large Reproductions (Set of 18)			8	\$210.95
978-0-87192-901-3	Overhead Transparencies (Set of 27)			8	\$112.95
978-0-87192-902-0	e-Gallery/Compare & Contrast CD-ROM (72 Images)			8	\$185.00
978-0-87192-903-7	Student Gallery CD-ROM			8	\$59.95
978-0-87192-906-8	Resource Masters CD-ROM			8	\$178.95
978-0-87192-746-0	Art Careers DVD (18 Interviews)			8	\$199.95
978-0-87192-803-0	Music CDs (Set of 2)			8	\$38.95
GLENCOE/MCGRAW-HILL					
78735556	Introducing Art	2007	4	6	\$59.49
78735572	Exploring Art	2007	4	7	\$59.49
78735599	Understanding Art	2007	4	8	\$59.49
78807786	Exploring Theatre (Under Visual and Performing Art)	2009	3	6-8	\$57.00
PEARSON/SCOTT FORESMAN					
	Scott Foresman Art, Grade K				
0-328-11625-4	Fine Art Resource System	2005	1st	K	\$801.10
0-328-08025-X	Big Book	2005	1st	K	\$394.70
0-328-08252-X	Fine Art Prints - Set A	2005	1st	K	\$168.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

0-328-08261-9	Fine Art Prints - Set B	2005	1st	K	\$168.00
0-328-11830-3	Easel	2005	1st	K-8	\$21.00
0-328-11616-5	Teacher's Resource Package (with Binder)	2005	1st	K	\$118.15
0-328-08039-X	Teacher's Edition	2005	1st	K	\$78.75
0-328-10544-9	Unit-by-Unit Resources*	2005	1st	K	\$52.45
0-328-10580-5	Instructional Prints (K-2)	2005	1st	K-2	\$168.00
0-328-14727-3	Teacher Resources Online Access Pack	2005	1st	K-8	\$512.40
0-328-08219-8	Master Index	2005	1st	K-8	\$36.75
0-328-08221-X	Time Line of Art History*	2005	1st	K-8	\$28.00
PEARSON/SCOTT FORESMAN, cont.					
0-328-18845-X	Music for the Young Artist Audio CD*	2006	1st	K-8	\$19.95
0-328-14726-5	Interactive Art Studios CD-ROM in English and Spanish*	2005	1st	K-8	\$69.00
0-328-26033-9	Art Classroom Teacher Package	2005	1st	K	\$157.50
0-328-26090-8	CrystalProductions Resource Library	2005	1st	K-8	\$72.80
1-562-90270-9	Bridging the Curriculum through Art	2005	1st	K-8	\$24.95
1-562-90182-6	Experience Art: A Handbook for Teaching	2005	1st	K-8	\$15.95
1-562-90243-1	Tessellations: The History & Making of Symmetrical Designs	2005	1st	K-8	\$14.95
1-562-90309-8	Drawing & Painting Activities Using Masterworks as Inspiration	2005	1st	K-8	\$16.95
0-328-08031-4	Student Edition	2005	1st	1	\$37.80
0-328-11626-2	Fine Art Resource System	2005	1st	1	\$966.55
0-328-08026-8	Big Book	2005	1st	1	\$394.70
0-328-08253-8	Fine Art Prints - Set A	2005	1st	1	\$168.00
0-328-08262-7	Fine Art Prints - Set B	2005	1st	1	\$168.00
0-328-11830-3	Easel	2005	1st	K-8	\$21.00
0-328-11617-3	Teacher's Resource Package (with Binder)	2005	1st	1	\$287.15
0-328-08040-3	Teacher's Edition	2005	1st	1	\$78.75
0-328-10545-7	Unit-by-Unit Resources	2005	1st	1	\$52.45
0-328-08231-7	Integrated Reading and Writing Workbook*	2005	1st	1	\$52.45
0-328-10501-5	Integrated Reading and Writing Workbook Answer Key*	2005	1st	1	\$5.25
0-328-08276-7	Fine Art Transparencies with small binder*	2005	1st	1	\$126.80
0-328-10580-5	Instructional Prints (K-2)	2005	1st	K-2	\$168.00
0-328-14727-3	Teacher Resources Online Access Pack	2005	1st	K-8	\$512.40
0-328-08219-8	Master Index	2005	1st	K-8	\$36.75
0-328-08221-X	Time Line of Art History	2005	1st	K-8	\$28.00
0-328-18845-X	Music for the Young Artist Audio CD	2006	1st	K-8	\$19.95
0-328-14726-5	Interactive Art Studios CD-ROM in English and Spanish*	2005	1st	K-8	\$69.00
0-328-14725-7	Fine Art Gallery Builder CD-ROM*	2005	1st	6-8	\$120.00
0-328-26034-7	Art Classroom Teacher Package	2005	1st	1	\$285.50
0-328-26090-8	CrystalProductions Resource Library	2005	1st	K-8	\$72.80
1-562-90270-9	Bridging the Curriculum through Art	2005	1st	K-8	\$24.95
1-562-90182-6	Experience Art: A Handbook for Teaching	2005	1st	K-8	\$15.95
1-562-90243-1	Tessellations: The History & Making of Symmetrical Designs	2005	1st	K-8	\$14.95
1-562-90309-8	Drawing & Painting Activities Using Masterworks as Inspiration	2005	1st	K-8	\$16.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

	Scott Foresman Art, Grade 2				
0-328-08032-2	Student Edition	2005	1st	2	\$37.80
0-328-11627-0	Fine Art Resource System	2005	1st	2	\$966.55
0-328-08027-6	Big Book	2005	1st	2	\$394.70
0-328-08254-6	Fine Art Prints - Set A	2005	1st	2	\$168.00
0-328-08263-5	Fine Art Prints - Set B	2005	1st	2	\$168.00
0-328-11830-3	Easel	2005	1st	K-8	\$21.00
0-328-11618-1	Teacher's Resource Package (with Binder)	2005	1st	2	\$287.15
0-328-08041-1	Teacher's Edition	2005	1st	2	\$78.75
0-328-10546-5	Unit-by-Unit Resources	2005	1st	2	\$52.45
0-328-08232-5	Integrated Reading and Writing Workbook*	2005	1st	2	\$52.45
0-328-10502-3	Integrated Reading and Writing Workbook Answer Key*	2005	1st	2	\$5.25
0-328-08277-5	Fine Art Transparencies with small binder*	2005	1st	2	\$126.80
0-328-10580-5	Instructional Prints (K-2)	2005	1st	K-2	\$168.00
0-328-14727-3	Teacher Resources Online Access Pack	2005	1st	K-8	\$512.40
0-328-08221-X	Time Line of Art History	2005	1st	K-8	\$28.00
Pearson/Scott Foreman, cont.					
0-328-08219-8	Master Index	2005	1st	K-8	\$36.75
0-328-18845-X	Music for the Young Artist Audio CD	2006	1st	K-8	\$19.95
0-328-14726-5	Interactive Art Studios CD-ROM in English and Spanish*	2005	1st	K-8	\$69.00
0-328-14725-7	Fine Art Gallery Builder CD-ROM*	2005	1st	6-8	\$120.00
0-328-26035-5	Art Classroom Teacher Package	2005	1st	2	\$285.50
0-328-26090-8	CrystalProductions Resource Library	2005	1st	K-8	\$72.80
1-562-90270-9	Bridging the Curriculum through Art	2005	1st	K-8	\$24.95
1-562-90182-6	Experience Art: A Handbook for Teaching	2005	1st	K-8	\$15.95
1-562-90243-1	Tessellations: The History & Making of Symmetrical Designs	2005	1st	K-8	\$14.95
1-562-90309-8	Drawing & Painting Activities Using Masterworks as Inspiration	2005	1st	K-8	\$16.95
	Scott Foresman Art, Grade 3				
0-328-08033-0	Student Edition	2005	1st	3	\$37.80
0-328-11628-9	Fine Art Resource System	2005	1st	3	\$966.55
0-328-08028-4	Big Book	2005	1st	3	\$394.70
0-328-08255-4	Fine Art Prints - Set A	2005	1st	3	\$168.00
0-328-08264-3	Fine Art Prints - Set B	2005	1st	3	\$168.00
0-328-11830-3	Easel	2005	1st	K-8	\$21.00
0-328-11619-X	Teacher's Resource Package (with Binder)	2005	1st	3	\$287.15
0-328-08042-X	Teacher's Edition	2005	1st	3	\$78.75
0-328-10547-3	Unit-by-Unit Resources	2005	1st	3	\$52.45
0-328-08233-3	Integrated Reading and Writing Workbook*	2005	1st	3	\$52.45
0-328-10503-1	Integrated Reading and Writing Workbook Answer Key*	2005	1st	3	\$5.25
0-328-08278-3	Fine Art Transparencies with small binder*	2005	1st	3	\$126.80
0-328-10581-3	Instructional Prints (3-5)	2005	1st	3-5	\$168.00
0-328-14727-3	Teacher Resources Online Access Pack	2005	1st	K-8	\$512.40
0-328-08221-X	Time Line of Art History	2005	1st	K-8	\$28.00
0-328-08219-8	Master Index	2005	1st	K-8	\$36.75

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

0-328-18845-X	Music for the Young Artist Audio CD	2006	1st	K-8	\$19.95
0-328-14726-5	Interactive Art Studios CD-ROM in English and Spanish*	2005	1st	K-8	\$69.00
0-328-14725-7	Fine Art Gallery Builder CD-ROM*	2005	1st	6-8	\$120.00
0-328-26036-3	Art Classroom Teacher Package	2005	1st	3	\$285.50
0-328-26090-8	CrystalProductions Resource Library	2005	1st	K-8	\$72.80
1-562-90270-9	Bridging the Curriculum through Art	2005	1st	K-8	\$24.95
1-562-90182-6	Experience Art: A Handbook for Teaching	2005	1st	K-8	\$15.95
1-562-90243-1	Tessellations: The History & Making of Symmetrical Designs	2005	1st	K-8	\$14.95
1-562-90309-8	Drawing & Painting Activities Using Masterworks as Inspiration	2005	1st	K-8	\$16.95
	Scott Foresman Art, Grade 4				
0-328-08034-9	Student Edition	2005	1st	4	\$37.80
0-328-11629-7	Fine Art Resource System	2005	1st	4	\$966.55
0-328-08029-2	Big Book	2005	1st	4	\$394.70
0-328-08256-2	Fine Art Prints - Set A	2005	1st	4	\$168.00
0-328-08265-1	Fine Art Prints - Set B	2005	1st	4	\$168.00
0-328-11830-3	Easel	2005	1st	K-8	\$21.00
0-328-11620-3	Teacher's Resource Package (with Binder)	2005	1st	4	\$287.15
0-328-08043-8	Teacher's Edition	2005	1st	4	\$78.75
0-328-10548-1	Unit-by-Unit Resources	2005	1st	4	\$52.45
0-328-08234-1	Integrated Reading and Writing Workbook*	2005	1st	4	\$52.45
0-328-10504-X	Integrated Reading and Writing Workbook Answer Key*	2005	1st	4	\$5.25
0-328-08279-1	Fine Art Transparencies with small binder*	2005	1st	4	\$126.80
0-328-10581-3	Instructional Prints (3-5)	2005	1st	3-5	\$168.00
PEARSON/SCOTT FORESMAN, cont.					
0-328-14727-3	Teacher Resources Online Access Pack	2005	1st	K-8	\$512.40
0-328-08221-X	Time Line of Art History	2005	1st	K-8	\$28.00
0-328-08219-8	Master Index	2005	1st	K-8	\$36.75
0-328-18845-X	Music for the Young Artist Audio CD	2006	1st	K-8	\$19.95
0-328-14726-5	Interactive Art Studios CD-ROM in English and Spanish*	2005	1st	K-8	\$69.00
0-328-14725-7	Fine Art Gallery Builder CD-ROM*	2005	1st	1-8	\$120.00
0-328-26037-1	Art Classroom Teacher Package	2005	1st	4	\$285.50
0-328-26090-8	CrystalProductions Resource Library	2005	1st	K-8	\$72.80
1-562-90270-9	Bridging the Curriculum through Art	2005	1st	K-8	\$24.95
1-562-90182-6	Experience Art: A Handbook for Teaching	2005	1st	K-8	\$15.95
1-562-90243-1	Tessellations: The History & Making of Symmetrical Designs	2005	1st	K-8	\$14.95
1-562-90309-8	Drawing & Painting Activities Using Masterworks as Inspiration	2005	1st	K-8	\$16.95
	Scott Foresman Art, Grade 5				
0-328-08035-7	Student Edition	2005	1st	5	\$37.80
0-328-11630-0	Fine Art Resource System	2005	1st	5	\$966.55
0-328-08030-6	Big Book	2005	1st	5	\$394.70
0-328-08257-0	Fine Art Prints - Set A	2005	1st	5	\$168.00
0-328-08266-X	Fine Art Prints - Set B	2005	1st	5	\$168.00
0-328-11830-3	Easel	2005	1st	K-8	\$21.00
0-328-11621-1	Teacher's Resource Package (with Binder)	2005	1st	5	\$287.15

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

0-328-08044-6	Teacher's Edition	2005	1st	5	\$78.75
0-328-10549-X	Unit-by-Unit Resources	2005	1st	5	\$52.45
0-328-08235-X	Integrated Reading and Writing Workbook*	2005	1st	5	\$52.45
0-328-10505-8	Integrated Reading and Writing Workbook Answer Key*	2005	1st	5	\$5.25
0-328-08280-5	Fine Art Transparencies with small binder*	2005	1st	5	\$126.80
0-328-10581-3	Instructional Prints (3-5)	2005	1st	3-5	\$168.00
0-328-14727-3	Teacher Resources Online Access Pack	2005	1st	K-8	\$512.40
0-328-08221-X	Time Line of Art History	2005	1st	K-8	\$28.00
0-328-08219-8	Master Index	2005	1st	K-8	\$36.75
0-328-18845-X	Music for the Young Artist Audio CD	2006	1st	K-8	\$19.95
0-328-14726-5	Interactive Art Studios CD-ROM in English and Spanish*	2005	1st	K-8	\$69.00
0-328-14725-7	Fine Art Gallery Builder CD-ROM*	2005	1st	1-8	\$120.00
0-328-26038-X	Art Classroom Teacher Package	2005	1st	5	\$285.50
0-328-26090-8	CrystalProductions Resource Library	2005	1st	K-8	\$72.80
1-562-90270-9	Bridging the Curriculum through Art	2005	1st	K-8	\$24.95
1-562-90182-6	Experience Art: A Handbook for Teaching	2005	1st	K-8	\$15.95
1-562-90243-1	Tessellations: The History & Making of Symmetrical Designs	2005	1st	K-8	\$14.95
1-562-90309-8	Drawing & Painting Activities Using Masterworks as Inspiration	2005	1st	K-8	\$16.95
	Scott Foresman Art, Grade 6				
0-328-08036-5	Student Edition	2005	1st	6	\$58.80
0-328-11631-9	Fine Art Resource System	2005	1st	6	\$620.95
0-328-08258-9	Fine Art Prints - Set A	2005	1st	6	\$168.00
0-328-08267-8	Fine Art Prints - Set B	2005	1st	6	\$168.00
0-328-11830-3	Easel	2005	1st	K-8	\$21.00
0-328-11622-X	Teacher's Resource Package (with Binder)	2005	1st	6	\$287.15
0-328-08045-4	Teacher's Edition	2005	1st	6	\$78.75
0-328-10550-3	Unit-by-Unit Resources	2005	1st	6	\$52.45
0-328-08236-8	Integrated Reading and Writing Workbook*	2005	1st	6	\$52.45
0-328-10506-6	Integrated Reading and Writing Workbook Answer Key*	2005	1st	6	\$5.25
0-328-08281-3	Fine Art Transparencies with small binder*	2005	1st	6	\$165.40
Pearson Scott Foresman, cont.					
0-328-10582-1	Instructional Prints (6-8)	2005	1st	6-8	\$168.00
0-328-14727-3	Teacher Resources Online Access Pack	2005	1st	K-8	\$512.40
0-328-08221-X	Time Line of Art History	2005	1st	K-8	\$28.00
0-328-08219-8	Master Index	2005	1st	K-8	\$36.75
0-328-18845-X	Music for the Young Artist Audio CD	2006	1st	K-8	\$19.95
0-328-14726-5	Interactive Art Studios CD-ROM in English and Spanish*	2005	1st	K-8	\$69.00
0-328-14725-7	Fine Art Gallery Builder CD-ROM*	2005	1st	1-8	\$120.00
0-328-26039-8	Art Classroom Teacher Package	2005	1st	6	\$285.50
0-328-26090-8	CrystalProductions Resource Library	2005	1st	K-8	\$72.80
1-562-90270-9	Bridging the Curriculum through Art	2005	1st	K-8	\$24.95
1-562-90182-6	Experience Art: A Handbook for Teaching	2005	1st	K-8	\$15.95
1-562-90243-1	Tessellations: The History & Making of Symmetrical Designs	2005	1st	K-8	\$14.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

1-562-90309-8	Drawing & Painting Activities Using Masterworks as Inspiration	2005	1st	K-8	\$16.95
	Scott Foresman Art, Grade 7				
0-328-08037-3	Student Edition	2005	1st	7	\$58.80
0-328-11632-7	Fine Art Resource System	2005	1st	7	\$620.95
0-328-08259-7	Fine Art Prints - Set A	2005	1st	7	\$168.00
0-328-08268-6	Fine Art Prints - Set B	2005	1st	7	\$168.00
0-328-11830-3	Easel	2005	1st	K-8	\$21.00
0-328-11623-8	Teacher's Resource Package (with Binder)	2005	1st	7	\$287.15
0-328-08046-2	Teacher's Edition	2005	1st	7	\$78.75
0-328-10551-1	Unit-by-Unit Resources	2005	1st	7	\$52.45
0-328-08237-6	Integrated Reading and Writing Workbook*	2005	1st	7	\$52.45
0-328-10507-4	Integrated Reading and Writing Workbook Answer Key*	2005	1st	7	\$5.25
0-328-08282-1	Fine Art Transparencies with small binder*	2005	1st	7	\$165.40
0-328-10582-1	Instructional Prints (6-8)	2005	1st	6-8	\$168.00
0-328-14727-3	Teacher Resources Online Access Pack	2005	1st	K-8	\$512.40
0-328-08221-X	Time Line of Art History	2005	1st	K-8	\$28.00
0-328-08219-8	Master Index	2005	1st	K-8	\$36.75
0-328-18845-X	Music for the Young Artist Audio CD	2006	1st	K-8	\$19.95
0-328-14726-5	Interactive Art Studios CD-ROM in English and Spanish*	2005	1st	K-8	\$69.00
0-328-14725-7	Fine Art Gallery Builder CD-ROM*	2005	1st	6-8	\$120.00
0-328-26040-1	Art Classroom Teacher Package	2005	1st	7	\$285.50
0-328-26090-8	CrystalProductions Resource Library	2005	1st	K-8	\$72.80
1-562-90270-9	Bridging the Curriculum through Art	2005	1st	K-8	\$24.95
1-562-90182-6	Experience Art: A Handbook for Teaching	2005	1st	K-8	\$15.95
1-562-90243-1	Tessellations: The History & Making of Symmetrical Designs	2005	1st	K-8	\$14.95
1-562-90309-8	Drawing & Painting Activities Using Masterworks as Inspiration	2005	1st	K-8	\$16.95
	Scott Foresman Art, Grade 8				
0-328-08038-1	Student Edition	2005	1st	8	\$58.80
0-328-11633-5	Fine Art Resource System	2005	1st	8	\$620.95
0-328-08260-0	Fine Art Prints - Set A	2005	1st	8	\$168.00
0-328-08269-4	Fine Art Prints - Set B	2005	1st	8	\$168.00
0-328-11830-3	Easel	2005	1st	K-8	\$21.00
0-328-11624-6	Teacher's Resource Package (with Binder)	2005	1st	8	\$287.15
0-328-08047-0	Teacher's Edition	2005	1st	8	\$78.75
0-328-10552-X	Unit-by-Unit Resources	2005	1st	8	\$52.45
0-328-08238-4	Integrated Reading and Writing Workbook*	2005	1st	8	\$52.45
0-328-10508-2	Integrated Reading and Writing Workbook Answer Key*	2005	1st	8	\$5.25
0-328-08283-X	Fine Art Transparencies with small binder*	2005	1st	8	\$165.40
Pearson Scott Foresman, cont.					
0-328-10582-1	Instructional Prints (6-8)	2005	1st	6-8	\$168.00
0-328-14727-3	Teacher Resources Online Access Pack	2005	1st	K-8	\$512.40
0-328-08221-X	Time Line of Art History	2005	1st	K-8	\$28.00
0-328-08219-8	Master Index	2005	1st	K-8	\$36.75

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

0-328-18845-X	Music for the Young Artist Audio CD	2006	1st	K-8	\$19.95
0-328-14726-5	Interactive Art Studios CD-ROM in English and Spanish*	2005	1st	K-8	\$69.00
0-328-14725-7	Fine Art Gallery Builder CD-ROM*	2005	1st	1-8	\$120.00
0-328-26041-X	Art Classroom Teacher Package	2005	1st	8	\$285.50
0-328-26090-8	CrystalProductions Resource Library	2005	1st	K-8	\$72.80
1-562-90270-9	Bridging the Curriculum through Art	2005	1st	K-8	\$24.95
1-562-90182-6	Experience Art: A Handbook for Teaching	2005	1st	K-8	\$15.95
1-562-90243-1	Tessellations: The History & Making of Symmetrical Designs	2005	1st	K-8	\$14.95
1-562-90309-8	Drawing & Painting Activities Using Masterworks as Inspiration	2005	1st	K-8	\$16.95
ART, GRADES 9-12					
DAVIS PUBLISHING COMPANY					
	The Visual Experience	2005	3rd	9-12	
978-0-87192-627-2	The Visual Experience, Student Book				\$65.95
978-1-61528-000-1	Student e-Book (e-Book includes Teacher's Edition, e-portfolio, e-lesson planner, and e-communities.)				\$1,673.75
978-1-61528-001-8	e-Books & 25 printed Student Books				\$2,250.95
978-0-87192-640-1	Teacher's Edition				\$86.95
978-0-87192-657-9	Large Reproductions (Set of 26)				\$283.95
978-0-87192-639-5	Overhead Transparencies (Set of 20)				\$67.95
978-0-87192-697-5	Teacher's Resource Package on CD-ROM				\$199.95
978-0-87192-664-7	Elements & Principles of Design, DVD				\$41.95
978-0-87192-671-5	Art History Criticism, DVD				\$41.95
978-0-87192-705-7	Art Media, DVD				\$41.95
978-0-87192-746-0	Art Careers, DVD				\$199.95
978-0-87192-662-3	Studio in Action, DVDs (Set of 2)				\$73.95
978-0-87192-748-4	Hispanic Fine Art Showcase (Set of 10)				\$80.00
978-0-87192-702-6	Student Handbook (Set of 6) in English				\$27.95
978-0-87192-703-3	Student Handbook (Set of 6) in Spanish				\$27.95
978-0-87192-737-8	Compare & Contrast CD-ROM				\$299.95
	Discovering Art History	2007	4th	9-12	
978-0-87192-719-4	Student Book				\$67.95
978-0-87192-722-4	Teacher's Edition				\$91.95
978-0-87192-729-3	Teacher's Resource Package, CD-ROM				\$135.95
978-0-87192-730-9	Large Reproductions (Set of 30)				\$324.95
978-0-87192-731-6	Overhead Transparencies (Set of 20)				\$85.95
978-0-87192-480-3	History Through Art Timeline and Guide				\$81.95
	Discovering Drawing	2007	1st	9-12	
978-0-87192-720-0	Student Book				\$53.95
978-0-87192-724-8	Teacher's Edition				\$61.95
978-0-87192-728-6	Overhead Transparencies (Set of 12)				\$27.95
978-0-87192-726-2	Studio Support Masters				\$19.95
978-0-87192-725-5	Assessment Masters				\$19.95
978-0-87192-727-9	Vocabulary Masters and Art & Artist Profiles				\$19.95
978-0-87192-690-6	Drawing Assessment Program (Set of 5 Drawing)				
	Charts with Teacher's Guide				\$99.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

VISUAL AND PERFORMING ART					
GLENCoe/MCGRAW-HILL					
78807786	Exploring Theatre	2009	3rd	6--9	\$57.00
78616271	The Stage and the School	2005	9th	9-12	\$57.00
007880776X	Theatre: Art in Action	2009	3th	9-12	\$57.00
PERFECTION LEARNING					
756916402	Basic Drama Projects, Hardcover	2009	8th	9-12	\$49.95
789161753	Basic Drama Projects, Softcover	2009	8th	9-12	\$42.95
ART - RECOMMENDED SUPPLEMENTAL					
DAVIS PUBLISHING COMPANY					
	Experience Clay	2003	1st	9-12	
978-0-87192-598-5	Student Book				\$53.95
978-0-87192-599-2	Teacher's Edition				\$61.95
978-0-87192-605-0	Overhead Transparencies (Set of 12)				\$27.95
978-0-87192-602-9	Studio Support Masters				\$19.95
978-0-87192-603-6	Assessment Masters				\$19.95
978-0-87192-604-3	Vocabulary Masters and Art & Artist Profiles				\$19.95
978-0-87192-320-2	Ceramic Innovations Timeline and Guide				\$48.95
	Exploring Painting	2003	3rd	9-12	
978-0-87192-600-5	Student Book				\$53.95
978-0-87192-601-2	Teacher's Edition				\$61.95
978-0-87192-609-8	Overhead Transparencies (Set of 12)				\$27.95
978-0-87192-606-7	Studio Support Masters				\$19.95
978-0-87192-607-4	Assessment Masters				\$19.95
978-0-87192-608-1	Vocabulary Masters and Art & Artist Profiles				\$19.95
	Beginning Sculpture	2005	1st	9-12	
978-0-87192-629-6	Student Book				\$53.95
978-0-87192-632-6	Teacher's Edition				\$61.95
978-0-87192-638-8	Overhead Transparencies (Set of 12)				\$27.95
978-0-87192-635-7	Studio Support Masters				\$19.95
978-0-87192-636-4	Assessment Masters				\$19.95
978-0-87192-637-1	Vocabulary Masters and Art & Artist Profiles				\$19.95
	Experience Printmaking	2010	1st	9-12	
978-0-87192-982-2	Student Book				\$53.95
978-0-87192-983-9	Teacher's Edition				\$61.95
	Focus on Photography	2010	1st	9-12	
978-0-87192-721-7	Student Book				\$53.95
978-0-87192-744-6	Teacher's Edition				\$61.95
978-0-87192-749-1	Overhead Transparencies (Set of 12)				\$27.95
978-0-87192-750-7	Studio Support Masters				\$19.95
978-0-87192-751-4	Assessment Masters				\$19.95
978-0-87192-752-1	Vocabulary Masters and Art & Artist Profiles				\$19.95
GLENCoe/MCGRAW-HILL					
78305993	ArtTalk	2005	4th	9-12	\$64.50
78685451	Art in Focus	2006	5th	9-12	\$67.50
78682193	Creating and Understanding Drawing	2006	4th	9-12	\$51.48

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
ART, GRADES K-8 AND 9-12
2010-2016

HOLT/ MCDUGAL					
	GARDNER'S ART THROUGH THE AGES ©2009		13th	10--12	
978049509307-7	Gardner's Art Through the Ages: A Global History				\$122.96
	Pupil Edition and Global Timeline	2009		10--12	
978049550391-0	Gardner's Art Through the Ages: A Global History				\$25.46
	Study Guide with Student Test Packet, Volume 1	2009		10--12	
978049550392-7	Gardner's Art Through the Ages: A Global History				\$25.46
	Study Guide with Student Test Packet, Volume 2	2009		10--12	
978049550490-0	Gardner's Art Through the Ages: A Global History				\$50.96
	DVD Digital Image Library	2009		10--12	
978049550397-2	Gardner's Art Through the Ages: A Global History,Power lecture CD-ROM	2009		10--12	\$50.96
	NOT RECOMMENDED				
	ART - GRADES K-8,				
PEARSON/SCOTT FORESMAN					
	The following materials were bid with each grade level,				
	K-8. The are not recommended for any grade level.				
0-328-19548-0	CrystalProductions DVD Library: Set A, Artists	2005	1st	K-8	\$89.95
1-562-90335-7	DVD - Alexandra Nechita	2005	1st	K-8	\$29.95
1-562-90336-5	DVD - Who is the Artist? Degas, Renoir, Cassatt	2005	1st	K-8	\$29.95
1-562-90342-X	DVD - Dropping in on Matisse	2005	1st	K-8	\$29.95
0-328-19549-9	CrystalProductions DVD Library: Set B, Art Techniques	2005	1st	K-8	\$89.95
1-562-90331-4	DVD - Elements of Design	2005	1st	K-8	\$29.95
1-562-90332-2	DVD - Principles of Design	2005	1st	K-8	\$29.95
1-562-90345-4	DVD - Sketchbooks: How Artists Use Them	2005	1st	K-8	\$29.95
0-328-19550-2	CrystalProductions DVD Library: Set C, Art Connections	2005	1st	K-8	\$89.95
1-562-90330-6	DVD - Lascaux Revisited	2005	1st	K-8	\$29.95
1-562-90333-0	DVD - Tessellations: How to Create Them	2005	1st	K-8	\$29.95
1-562-90329-2	DVD - Threads of Tradition	2005	1st	K-8	\$29.95
1-562-90334-9	CrystalProductions DVD Library - Set D, Multimedia: Recycled, Re-seen	2005	1st	K-8	\$85.00
	NOT RECOMMENDED				
	ART - GRADES 9-12				
DAVIS PUBLISHING COMPANY					
978-0-87192-984-6	Overhead Transparencies (Set of 12)				\$27.95
978-0-87192-985-3	Studio Support Masters				\$19.95
978-0-87192-986-0	Assessment Masters				\$19.95
978-0-87192-987-7	Vocabulary Masters and Art & Artist Profiles				\$19.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

MUSIC, GRADES K-8, RECOMMENDED		COPY- RIGHT			
ISBN OR CODE NO.	TITLE	DATE	EDITION	GRADE	WHOLESALE PRICE
GLENCOE/MCGRAW-HILL					
78667100	Experiencing Choral Music Beginning Student Pkg. contains	2005	1st	6-7	\$39.99
78611040	Unison 2 part/3 part Student Edition	2005	1st	6-7	\$23.97
78611067	Experiencing Choral Music Beginning Unison 2 part/3 part Rehearsal/Performance CDPak	2005	1st	6-7	\$96.99
MACMILLAN/MCGRAW-HILL					
	Spotlight on Music				
22962875	Pre-K Package	2006	1st	Pre-K	\$169.98
21901694	Big Book of Nursery Rhymes	2006	1st	Pre-K	NAI
22959114	Pre-K Teacher's Edition	2006	1st	Pre-K	NAI
22964584	Audio CD Package	2005	2nd	K	\$522.00
22966455	Arkansas Teacher's Edition Package	2008	1st	K	\$173.97
22964487	Teacher's Edition	2008	1st	K	\$100.50
002295855X	Piano Accompaniments	2005	1st	K	\$80.49
002296438X	Student Edition	2008	1st	1	\$57.48
22964592	Audio CD Package	2005	2nd	1	\$585.99
22966366	Arkansas Teacher's Edition Package	2008	1st	1	\$173.97
22964495	Teacher's Edition	2008	1st	1	\$100.50
22961267	Grade Level DVD	2005	1st	1	\$55.50
22958568	Piano Accompaniments	2005	1st	1	\$80.49
22964398	Student Edition	2008	1st	2	\$61.50
22964614	Audio CD Package	2005	2nd	2	\$637.98
22966374	Arkansas Teacher's Edition Package	2008	1st	2	\$188.97
22964517	Teacher's Edition	2008	1st	2	\$116.97
22961275	Grade Level DVD	2005			\$55.50
22958576	Piano Accompaniments	2005			\$80.49
002296441X	Student Edition	2008	1st	3	\$61.50
22964622	Audio CD Package	2005	2nd	3	\$658.98
22966382	Arkansas Teacher's Edition Package	2008	1st	3	\$200.97
22964525	Teacher's Edition	2008	1st	3	\$116.97
22961283	Grade Level DVD	2005	1st	3	\$55.50
22958584	Piano Accompaniments	2005	1st	3	\$92.97
22964428	Student Edition	2008	1st	4	\$61.50
22964630	Audio CD Package	2005	2nd	4	\$690.48
22966390	Arkansas Teacher's Edition Package	2008	1st	4	\$200.97
22964533	Teacher's Edition	2008	1st	4	\$116.97
22961291	Grade Level DVD	2005	1st	4	\$55.50
22958592	Piano Accompaniments	2005	1st	4	\$92.97
22964436	Student Edition	2008	1st	5	\$65.49
22964649	Audio CD Package	2005	2nd	5	\$716.49
22966412	Arkansas Teacher's Edition Package	2008	1st	5	\$222.99
22964541	Teacher's Edition	2008	1st	5	\$130.50
22961313	Grade Level DVD	2005	1st	5	\$55.50
22958606	Piano Accompaniments	2005	1st	5	\$102.99
22964444	Student Edition	2008	1st	6	\$65.90
22964657	Audio CD Package	2005	2nd	6	\$727.50
22966420	Arkansas Teacher's Edition Package	2008	1st	6	\$222.99

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

MACMILLAN/MCGRAW-HILL					
002296455X	Teacher's Edition	2008	1st	6	\$130.50
22961321	Grade Level DVD	2005	1st	6	\$55.50
22958614	Piano Accompaniments	2005	1st	6	\$102.99
22964452	Student Edition	2008	1st	7	\$61.98
22964665	Audio CD Package	2005	2nd	7	\$602.49
22966439	Arkansas Teacher's Edition Package	2008	1st	7	\$210.48
22964568	Teacher's Edition	2008	1st	7	\$130.50
002296133X	Grade Level DVD	2005	1st	7	\$55.50
002296049X	Piano Accompaniments	2005	1st	7	\$76.98
22964460	Student Edition	2008	1st	8	\$61.98
22964673	Audio CD Package	2005	2nd	8	\$602.49
22966447	Arkansas Teacher's Edition Package	2008		8	\$210.48
22964576	Teacher's Edition	2008		8	\$130.50
22961348	Grade Level DVD	2005		8	\$55.50
22960511	Piano Accompaniments	2005		8	\$76.98
NORTHEASTERN MUSIC PUBLICATIONS, INC.					
978-0-9801562-0-1	Simplemente Mariachi - Teachers Edition	2007	1st	1-8	\$29.95
978-0-9801562-2-5	Simplemente Mariachi - Trumpet	2007	1st	1-8	\$9.95
978-0-9801562-1-8	Simplemente Mariachi - Violin	2007	1st	1-8	\$9.95
978-0-9801562-4-9	Simplemente Mariachi - Guitarron	2007	1st	1-8	\$9.95
978-0-9801562-3-2	Simplemente Mariachi - Guitar/Vihuela	2007	1st	1-8	\$9.95
SCOTT FORESMAN/PEARSON					
	Silver Burdett Making Music, 2008 Edition				
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00
0-382-36778-2	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-4	\$50.00
0-382-34091-4	Bridges to Asia Audio CD Package, Primary (Teacher's Guide and 2 Audio CDs)	1998	1st	K-4	\$70.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD**	2005	1st	k-8	\$19.95
0-382-34711-0	Arpeggio Hand Puppet	2002	1st	K-3	\$35.00
	Grade 3		1st		
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00
0-382-36778-2	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-4	\$50.00
0-382-34091-4	Bridges to Asia Audio CD Package, Primary (Teacher's Guide and 2 Audio CDs)	1998	1st	K-4	\$70.00
0-382-34711-0	Arpeggio Hand Puppet	2002	1st	K-3	\$35.00
	Grade 4				
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00
0-382-36778-2	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-4	\$50.00
0-382-34091-4	Bridges to Asia Audio CD Package, Intermediate (Teacher's Guide and 2 Audio CDs)	1998	1st	K-4	\$70.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

MUSIC, GRADES 9-12, RECOMMENDED					
GLENCOE MCGRAW-HILL					
78667119	Experiencing Choral Music Intermediate Mixed Voices Student Package contains	2005	1st	9	\$38.97
78611172	Intermediate Sight Singing Student Edition				\$21.99
78611083	Intermediate Mixed Voices Student Edition				\$23.97
78611105	Experiencing Choral Music Intermediate Mixed Voices Rehearsal/Performance CDPak				\$142.98
78667127	Experiencing Choral Music Intermediate Treble Student Package contains	2005	1st	9	\$38.97
78611172	Intermediate Sight-Singing Student Edition				\$21.99
78611113	Intermediate Treble Voices Student Edition				\$23.97
007861113X	Experiencing Choral Music Intermediate Treble Voices Rehearsal/Performance CDPak				\$120.48
78667135	Experiencing Choral Music Intermediate Tenor/Bass Voices Student Package contains	2005	1st	9	\$38.97
78611172	Intermediate Sight-Singing Student Edition				\$21.99
78611148	Intermediate Tenor/Bass Voices Student Edition				\$23.97
78611164	Experiencing Choral Music Intermediate Tenor/Bass Voices Rehearsal/Performance CDPak				\$120.48
78667143	Experiencing Choral Music Proficient Mixed Voices Student Package contains	2005	1st	9-12	\$38.97
78611288	Proficient Sight-Singing Student Edition				\$21.99
78611199	Proficient Mixed Voices Student Edition				\$23.97
78611210	Proficient Mixed Voices Rehearsal/Performance CDPak				\$142.98
78667232	Experiencing Choral Music Proficient Treble Voices Student Package contains	2005	1st	9-12	\$38.97
78611288	Proficient Sight-Singing Student Edition				\$21.99
78611229	Proficient Treble Voices Student Edition				\$23.97
78611245	Proficient Treble Voices Rehearsal/Performance CDPak				\$120.48
78667240	Experiencing Choral Music Proficient Tenor/Bass Student Package contains	2005	1st	9-12	\$38.97
78611288	Proficient Sight-Singing Student Edition				\$21.99
78611253	Proficient Tenor/Bass Voices Student Edition				\$23.97
007861127X	Proficient Tenor/Bass Voices Rehearsal/Performance CDPak				\$120.48
78667259	Experiencing Choral Music Advanced Student Package contains	2005	1st	9-12	\$38.97
78611326	Advanced Sight-Singing Student Edition				\$21.99
78611296	Advanced Mixed Voices Student Edition				\$23.97
78611318	Advanced Mixed Voices Rehearsal/Performance CDPak				\$142.98
78297567	Music! Its Role and Importance in Our Lives	2006	3rd	9-12	\$53.49
007869812X	Audio Library (15 CD Set)				\$557.49

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

MUSIC, SUPPLEMENTAL, GRADES K-8, RECOMMENDED					
GLENCOE/MCGRAW-HILL					
78611075	Beginning Sight-Singing Student Edition	2005	1st	6-7	\$21.99
MACMILLAN/MCGRAW-HILL					
	Spotlight on Music				
22961984	Pre-K Audio CD	2006	1st	Pre-K	NAI
22958177	Big Book	2005	1st	K	\$458.97
22965467	Electronic Student Edition	2008	1st	K	\$458.97
22964681	Teacher's Resource Package	2008	1st	K	\$184.35
22958304	Teacher's Resource Masters	2005	1st	K	\$107.97
22958339	Listening Map Transparencies	2005	1st	K	\$74.97
002296679X	Teacher works Plus Lesson Planner CE-ROM	2008	1st	K	\$401.97
22964479	Big Book	2008	1st	1	\$501.99
22965181	Electronic Student Edition	2008	1st	1	\$501.99
22965262	Spotlight on Music Projectables Package	2008	1st	1	\$501.99
002296469X	Teacher's Resource Package	2008	1st	1	\$205.50
22958312	Teacher's Resource Masters	2005	1st	1	\$107.97
22958347	Listening Map Transparencies	2005	1st	1	\$74.97
22958649	Spotlight on Orff Orchestrations	2005	1st	1	\$23.97
22966811	TeacherWorks Plus Lesson Planner CD-ROM	2008	1st	1	\$401.97
22962913	Global Voices DVD	2005	1st	1	\$79.50
002296519X	Electronic Student Edition	2008	1st	2	\$1,481.97
22965270	Spotlight on Music Projectables Package	2008	1st	2	\$1,481.97
22964703	Teacher's Resource Package	2008	1st	2	\$281.97
22958355	Listening Map Transparencies	2005	1st	2	\$74.97
22958517	Teacher's Resource Masters	2005	1st	2	\$107.97
22958657	Spotlight on Orff Orchestrations	2005	1st	2	\$23.97
002296052X	Spotlight on Reading Music Transparencies	2005	1st	2	\$85.98
002296682X	TeacherWorks Plus Lesson Planner CD-ROM	2008	1st	2	\$401.97
22962921	Global Voices DVD	2005	1st	2	\$79.50
22965211	Electronic Student Edition	2008	1st	3	\$1,481.97
22964711	Teacher's Resource Package	2008	1st	3	\$305.97
22958363	Listening Map Transparencies	2005	1st	3	\$74.97
22958525	Teacher's Resource Masters	2005	1st	3	\$107.97
22958665	Spotlight on Orff Orchestrations	2005	1st	3	\$23.97
22960538	Spotlight on Reading Music Transparencies	2005	1st	3	\$85.98
002295824X	Spotlight on Recorder, Gr. 3-4	2005	1st	3-4	\$23.97
22966838	TeacherWorks Plus Lesson Planner CD-ROM	2008	1st	3	\$401.97
002296293X	Global Voices DVD	2005	1st	3	\$79.50
002296522X	Electronic Student Edition	2008	1st	4	\$1,481.97
002296472X	Teacher's Resource Package	2008	1st	4	\$305.97
22958371	Listening Map Transparencies	2005	1st	4	\$74.97
22958673	Spotlight on Orff Orchestrations	2005	1st	4	\$25.50
22958738	Teacher's Resource Masters	2005	1st	4	\$107.97
22960546	Spotlight on Reading Music Transparencies	2005	1st	4	\$85.98
002295824X	Spotlight on Recorder, Gr. 3-4	2005	1st	4	\$23.97
22966846	Teacher Works Plus Lesson Planner CD-ROM	2008	1st	4	\$401.97
22962948	Global Voices DVD	2008	1st	4	\$79.50
22965238	Electronic Student Edition	2005	1st	5	\$1,505.97
22964738	Teacher's Resource Package	2008	1st	5	\$305.97
002295838X	Listening Map Transparencies	2005	1st	5	\$74.97

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

22958681	Spotlight on Orff Orchestrations	2005	1st	5	\$25.50
22958932	Teacher's Resource Masters	2005	1st	5	\$107.97
22960554	Spotlight on Reading Music Transparencies	2005	1st	5	\$85.98
22958266	Spotlight on Recorder, Gr. 5-6	2005	1st	5-6	\$23.97
22966854	TeacherWorks Plus Lesson Planner CD-ROM	2008	1st	5	\$401.97
22962956	Global Voices DVD	2005	1st	5	\$79.50
22965246	Electronic Student Edition	2008	1st	6	\$1,505.97
22964746	Teacher's Resource Package	2008	1st	6	\$305.97
22958398	Listening Map Transparencies	2005	1st	6	\$74.97
002295869X	Spotlight on Orff Orchestrations	2005	1st	6	\$25.50
22958940	Teacher's Resource Masters	2005	1st	6	\$107.97
22960562	Spotlight on Reading Music Transparencies	2005	1st	6	\$85.98
22958266	Spotlight on Recorder, Gr. 5-6	2005	1st	5-6	\$23.97
22958231	Spotlight on Guitar, Gr. 6-8	2005	1st	6-8	\$23.97
22966862	TeacherWorks Plus Lesson Planner CD-ROM	2008	1st	6	\$401.97
22962964	Global Voices DVD	2005	1st	6	\$79.50
22965475	Electronic Student Edition	2008	1st	7	\$1,535.49
22964754	Teacher's Resource Package	2008	1st	7	\$180.99
22958401	Listening Map Transparencies	2005	1st	7	\$74.97
22958959	Teacher's Resource Masters	2005	1st	7	\$107.97
22958231	Spotlight on Guitar, Gr. 6-8	2005	1st	6-8	\$23.97
22966870	TeacherWorks Plus Lesson Planner CD-ROM	2008	1st	7	\$401.97
22965483	Electronic Student Edition	2008	1st	8	\$1,535.49
22964762	Teacher's Resource Package	2008	1st	8	\$180.99
002295841X	Listening Map Transparencies	2005	1st	8	\$74.97
22958967	Teacher's Resource Masters	2005	1st	8	\$107.97
22958231	Spotlight on Guitar, Gr. 6-8	2005	1st	6-8	\$23.97
22966889	TeacherWorks Plus Lesson Planner CD-ROM	2008	1st	8	\$401.97
22959351	ELL Handbook, K-6	2005	1st	K-8	\$11.49
22965254	Master Index, Pre-K-8	2008	1st	K-8	\$20.49
22961224	Learning Music Through Movement, Teacher's Guide, Vol. 1, K-4	2006	1st	K-4	\$74.97
22961933	Learning Music Through Movement Audio CD, K-4	2006	1st	K-4	\$77.49
22961232	Learning Music Through Movement, Teacher's Guide, Vol. 2, 5-8	2006	1st	5-8	\$74.97
002296195X	Learning Music Through Movement Audio CD, 5-8	2006	1st	5-8	\$77.49
22958215	Fiesta de canciones! Spanish Song Book (Primary), K-2	2005	1st	K-2	\$11.49
22959564	Fiesta de canciones! Spanish Audio CDs (Primary), K-2	2005	1st	K-2	\$82.98
22958223	Fiesta de canciones! Spanish Song Book (Intermediate), 3-6	2005	1st	3-6	\$11.49
22959572	Fiesta de canciones! Spanish Songbook CDs (Intermediate), 3-6	2005	1st	3-6	\$82.98
22959947	Festival of World Music Book, K-6	2005	1st	K-6	\$9.99
22959955	Festival of World Music Audio CDs, K-6	2005	1st	K-6	\$77.97
22958207	Festival of Caribbean Music Book, 3-5	2005	1st	3-5	\$10.98
22959548	Festival of Caribbean Music Audio CD, 3-5	2005	1st	3-5	\$80.49
22962239	DVD Resource Library Package (All 3 Collections, 24 DVDs)	2005	1st	K-8	\$795.99

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

22962271	The Variety Collection (10 DVDs - Included in the DVD Resource Library Package)	2005	1st	K-8	\$461.49
22961356	Instrument Sounds DVD, K-3 (Included in The Variety Collection)	2005	1st	K-3	\$53.49
22961364	Music and Movement DVD, K-3 (Included in The Variety Collection)	2005	1st	K-3	\$53.49
22961372	Sounds of Percussion DVD, 4-8 (Included in The Variety Collection)	2005	1st	4-8	\$53.49
22961380	Blending Musical Styles DVD, 4-8 (Included in The Variety Collection)	2005	1st	4-8	\$53.49
22961429	The Mariachi Tradition DVD, K-8 (Included in The Variety Collection)	2005	1st	K-8	\$53.49
22961399	Moving with Spotlight on Music DVD (Primary), K-2 (Included in The Variety Collection)	2005	1st	K-2	\$53.49
22961410	Moving with Spotlight on Music DVD (Intermediate), 3-5 (Included in The Variety Collection)	2005	1st	3-5	\$53.49
063408237X	John Jacobson's Kids Gotta Move DVD, K-5 (Included in The Variety Collection)	2005	1st	K-5	\$53.49
634067087	Canadian Brass Inside Brass DVD, 4-8 (Included in The Variety Collection)	2003	1st	4-8	\$30.48
876390386	Turntable Technique: The Art of the DJ DVD, 4-8 (Included in The Variety Collection)	2003	1st	4-8	\$34.50
002296228X	The Composers Collection (6 DVDs - Included in the DVD Resource Library Package)	2005	1st	4-8	\$160.98
1894449444	Bach's Fight for Freedom DVD, 4-8 (Included in The Composers Collection)	1995	1st	4-8	\$30.48
1894449649	Bizet's Dream DVD, 4-8 (Included in The Composers Collection)	1995	1st	4-8	\$30.48
1894449460	Handel's Last Chance DVD, 4-8 (Included in The Composers Collection)	1996	1st	4-8	\$30.48
1894449657	Liszt's Rhapsody DVD, 4-8 (Included in The Composers Collection)	1995	1st	4-8	\$30.48
1894449665	Rossini's Ghost DVD, 4-8 (Included in The Composers Collection)	1995	1st	4-8	\$30.48
1894449452	Strauss: The King of Three-Quarter Time DVD, 4-8 (Included in The Composers Collection)	1995	1st	4-8	\$30.48
22962263	The Instruments Collection (8 DVDs - Included in the DVD Resource Library Package)	2005	1st	4-8	\$190.98
22961666	Play Trumpet Today! DVD, 4-8 (Included in The Instruments Collection)	2001	1st	4-8	\$26.49
22961674	Play Clarinet Today! DVD, 4-8 (Included in The Instruments Collection)	2001	1st	4-8	\$26.49
22961682	Play Flute Today! DVD, 4-8 (Included in The Instruments Collection)	2003	1st	4-8	\$26.49
22961690	Play Drums Today! DVD, 4-8 (Included in The Instruments Collection)	2003	1st	4-8	\$26.49
22961712	Play Piano Today! DVD, 4-8 (Included in The Instruments Collection)	2003	1st	4-8	\$26.49
22961720	Play Guitar Today! DVD, 4-8 (Included in The Instruments Collection)	2003	1st	4-8	\$26.49

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

22961739	Play Alto Sax Today! DVD, 4-8 (Included in The Instruments Collection)	2001	1st	4-8	\$26.49
22961747	Play Bass Guitar Today! DVD, 4-8 (Included in The Instruments Collection)	2003	1st	4-8	\$26.49
22959556	World Instruments CD-ROM (Single User), 3-8	2005	1st	3-8	\$108.99
22959475	Orchestral Instruments CD-ROM (Single User), 1-8	2005	1st	1-8	\$108.99
22959467	MIDIsaurus CD-ROM (Single User), 1-3	2005	1st	1--3	\$108.64
22953183	Music Ace (Single User), 1-8	2002	2nd	1-8	\$108.99
22953337	Music Ace II (Single User), 3-8	2002	2nd	3-8	\$108.99
22961070	Music Time Deluxe (Single User), 3-8	2004	1st	3-8	\$110.97
22961062	Master Tracks Pro (Single User), 3-8	2004	1st	3-8	\$100.50
SCOTT FORESMAN/PEARSON					
Grade K					
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36778-2	¡A cantar! Audio CD Package, Primary (Teacher's Guide and 4 Audio CDs)**	2005	1st	K-4	\$50.00
0-382-34091-4	Bridges to Asia Audio CD Package, Primary (Teacher's Guide and 2 Audio CDs)	1998	1st	K-4	\$70.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD**	2005	1st	K-8	\$19.95
0-382-34711-0	Arpeggio Hand Puppet	2002	1st	K-3	\$35.00
0-382-34986-5	Step Into Music Complete Package (contains 3 Teacher's Guides, Audio CD and Arpeggio Hand Puppet)	2003	1st	K	\$139.23
Grade 1					
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00
0-382-36778-2	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-4	\$50.00
0-382-34091-4	Bridges to Asia Audio CD Package, Primary (Teacher's Guide and 2 Audio CDs)	1998	1st	K-4	\$70.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD**	2005	1st	K-8	\$19.95
0-382-34711-0	Arpeggio Hand Puppet	2002	1st	K-3	\$35.00
Grade 2					
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00
0-382-36778-2	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-4	\$50.00
0-382-34091-4	Bridges to Asia Audio CD Package, Primary (Teacher's Guide and 2 Audio CDs)	1998	1st	K-4	\$70.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD**	2005	1st	K-8	\$19.95
0-382-34711-0	Arpeggio Hand Puppet	2002	1st	K-3	\$35.00
Grade 3					
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

0-382-36778-2	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-4	\$50.00
0-382-34091-4	Bridges to Asia Audio CD Package, Primary (Teacher's Guide and 2 Audio CDs)	1998	1st	K-4	\$70.00
0-382-34711-0	Arpeggio Hand Puppet	2002	1st	K-3	\$35.00
	Grade 4				
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00
0-382-36778-2	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-4	\$50.00
0-382-34091-4	Bridges to Asia Audio CD Package, Primary (Teacher's Guide and 2 Audio CDs)	1998	1st	K-4	\$70.00
	Grade 5				
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00
0-382-36779-0	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-4	\$50.00
0-382-34092-2	Bridges to Asia Audio CD Package, Intermediate (Teacher's Guide and 2 Audio CDs)	1998	1st	5-9	\$70.00
	Grade 6				
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00
0-382-36779-0	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-5	\$50.00
0-382-34092-2	Bridges to Asia Audio CD Package, Intermediate (Teacher's Guide and 2 Audio CDs)	1998	1st	K-5	\$70.00
	Grade 7				
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance**	2005	1st	1-8	\$99.00
0-382-36779-0	¡A cantar! Audio CD Package, Primary** (Teacher's Guide and 4 Audio CDs)	2005	1st	K-4	\$50.00
0-382-34092-2	Bridges to Asia Audio CD Package, Intermediate (Teacher's Guide and 2 Audio CDs)	1998	1st	5-8	\$70.00
	Grade 8				
0-382-36814-2	Animated Listening Maps Enhanced Audio CD Package**	2005	1st	K-8	\$309.75
0-382-36781-2	Making Music with Movement & Dance	2005	1st	1-8	\$99.00
0-382-36779-0	¡A cantar! Audio CD Package, Intermediate (Teacher's Guide and 4 Audio CDs)	2005	1st	5-8	\$50.00
0-382-34092-2	Bridges to Asia Audio CD Package, Intermediate (Teacher's Guide and 2 Audio CDs)	1998	1st	5-8	\$70.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

MUSIC, GRADES K-8, NOT RECOMMENDED					
MACMILLAN/MCGRAW-HILL					
21097054	Toucan Puppet	2006	1st	Pre-K	NAI
SM.296802	Arkansas Music Planner	2011	1st	K	NAI
SM.296794	Arkansas Music Planner	2011	1st	1	NAI
22961992	Electronic Listening Maps	2005	1st	1	\$105.99
22958428	Spotlight on MIDI w/CD-ROM (Single-User)	2005	1st	1	\$121.98
SM.296795	Arkansas Music Planner	2011	1st	2	NAI
SM.22962018	Electronic Listening Maps	2005	1st	2	\$105.99
SM.22958436	Spotlight on MIDI w/CD-ROM (Single-User)	2005	1st	2	\$121.98
SM.296796	Arkansas Music Planner	2011	1st	3	NAI
22962026	Electronic Listening Maps	2005	1st	3	\$105.99
22059444	Spotlight on MIDI w/CD-ROM (Single-User)	2005	1st	3	\$121.98
SM.296797	Arkansas Music Planner	2011	1st	4	NAI
2962034	Electronic Listening Maps	2005	1st	4	\$105.99
22958452	Spotlight on MIDI w/CD-ROM (Single-User)	2005	1st	4	\$121.98
SM.296798	Arkansas Music Planner	2011	1st	5	NAI
22962042	Electronic Listening Maps	2005	1st	5	\$105.99
22958460	Spotlight on MIDI w/CD-ROM (Single-User)	2005	1st	5	\$121.98
SM.296799	Arkansas Music Planner	2011	1st	6	NAI
22962050	Electronic Listening Maps	2005	1st	6	\$105.99
22958479	Spotlight on MIDI w/CD-ROM (Single-User)	2005	1st	6	\$121.98
SM.296800	Arkansas Music Planner	2011	1st	7	NAI
22958487	Spotlight on MIDI w/CD-ROM (Single-User), 7-8	2005	1st	7-8	\$121.98
SM.296801	Arkansas Music Planner	2011	1st	7	NAI
22958487	Spotlight on MIDI w/CD-ROM (Single-User), 7-8	2005	1st	7-8	\$121.98
SM.296801	Arkansas Music Planner	2011	1st	8	NAI
22958487	Spotlight on MIDI w/CD-ROM (Single-User), 7-8	2005	1st	7-8	\$121.98
063409047X	Help! I'm a Substitute Music Teacher, K-6	2004	2nd	K-8	\$44.97
NORTHEASTERN MUSIC PUBLICATIONS, INC.					
978-0-9765796-6-3	Simply Strings - Teacher Edition	2007	2nd	6-8	\$25.00
978-0-9765796-5-6	Simply Strings- Double Bass	2007	2nd	6-8	\$8.95
978-0-9765796-4-9	Simply Strings - Cello	2007	2nd	6-8	\$8.95
978-0-9765796-2-5	Simply Strings - Viola	2007	2nd	6-8	\$8.95
978-0-9765796-3-2	Simply Strings - Violin	2007	2nd	6-8	\$8.95
PATTI DEWITT, INC.					
	The Singing Musician				
0-9747989-0-8	Level 1, A Good Start	2004	1st	6-12	\$39.95
0-9747989-1-6	Level 2 Growing Artistry - SA (Treble)	2004	1st	6-12	\$39.95
0-9747989-2-4	Level 2 Growing Artistry - Tenor-Bass	2004	1st	6-12	\$39.95
0-9747989-3-2	Level 2 Growing Artistry - Mixed	2004	1st	6-12	\$39.95
0-9747989-4-0	Level 3 The Skillful Singer SSA	2004	1st	6-12	\$39.95
0-9747989-5-9	Level 3 The Skillful Singer - TTB	2004	1st	6-12	\$39.95
0-9747989-6-7	Level 3 The Skillful Singer - SAB	2004	1st	6-12	\$39.95
0-9747989-7-5	Level 3 The Skillful Singer - SATB	2004	1st	6-12	\$39.95
0-9747989-9-3	Level 4 the Choral Virtuoso - SSA	2004	1st	6-12	\$39.95
0-9747989-9-1	Level 4 the Choral Virtuoso - SATB	2004	1st	6-12	\$39.95
0-9754415-1-5	Level 4 The Choral Virtuoso - SAB	2004	1st	6-12	\$39.95
0-0854414-0-7	Level 4 The Choral Virtuoso - TBB	2004	1st	6-12	\$39.95
			1st		

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

SCOTT FORESMAN/PEARSON			1st		
	Silver Burdett Making Music K				
0-382-36578-X	Big Book	2005	1st	K	\$452.90
0-328-10435-3	Audio CD Package*	2005	1st	K	\$509.00
0-382-36754-5	Teacher's Resource Package	2005	1st	K	\$288.20
0-382-36590-9	Teacher's Edition*	2005	1st	K	\$84.30
0-328-07770-4	Keyboard Accompaniments	2005	1st	K	\$54.30
0-382-36622-0	Resource Book	2005	1st	K	\$115.50
0-328-10486-8	Listening Map Transparency Package	2005	1st	K	\$69.60
0-328-07786-0	Binder with Tabs	2005	1st	K	\$20.00
1-4182-5778-8	Electronic Big Book CD-ROM	2005	1st	K	\$452.90
1-4182-5027-9	Teacher Resources Online Access Pack*	2005	1st	K	\$180.00
1-4182-5896-2	Silver Burdett Making Music Arkansas Audio CD (K-8)	2009	1st	K-8	\$19.95
0-382-36855-X	The Power of Performance Audio CD Pkg.	2006	1st	K-6	\$95.00
0-382-36780-4	New Activities for the Substitute Teacher Audio CD Package** (Teacher's Guide and 1 Audio CD)	2005	1st	K-8	\$50.00
0-382-36774-X	Master Index & Correlations**	2005	1st	K-8	\$21.00
0-382-36553-4	PrintMusic® CD-ROM Package	2008	1st	K-8	\$99.95
0-382-36552-6	Play Music CD-ROM (WIN)	2002	1st	K-8	\$49.95
0-382-34319-0	Morton Subotnick's Making Music CD-ROM Package	2003	1st	K-4	\$49.95
0-382-34706-4	Morton Subotnick's Making More Music CD-ROM	2004	1st	K-6	\$40.00
1-932174-35-4	Morton Subotnick's Hearing Music CD-ROM	2005	1st	K-6	\$39.95
1-933413-37-9	Morton Subotnick's Playing Music CD-ROM	2006	1st	K-6	\$40.00
0-9722409-3-4	Alice in Vivaldi's Four Seasons: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-2-6	Mozart's Magic Flute: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-1-8	Tchaikovsky's Nutcracker: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
1-418251-42-9	Sibelius Starclass CD-ROM Package	2005	1st	K-8	\$159.00
1-4182-5838-5	Sibelius' Groovy Music Shapes CD-ROM Package	2006	1st	K-8	\$69.00
1-4182-5884-9	Longden's Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5885-7	Longden's More Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5886-5	Longden's Living Ethnic Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5887-3	Longden's Maypole and Mexican Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5888-1	Longden's Historic and Contemporary Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5889-X	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 1	2008	1st	K-8	\$32.95
1-4182-5890-3	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 2	2008	1st	K-8	\$32.95
1-4182-5891-1	Longden's Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

1-4182-5892-X	Longden's More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5893-8	Longden's Even More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5894-6	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 1	2008	1st	K-8	\$15.00
1-4182-5895-4	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 2	2008	1st	K-8	\$15.00
1-4182-5548-3	More Music with Making Music Enhancement Grade Level Package	2008	1st	K	\$625.70
1-4182-5674-9	More Music with Making Music Enhancement Teacher Support Package	2005	1st	K-6	\$500.00
	Silver Burdett Making Music Grade 1		1st		
0-382-36569-0	Student Edition	2005	1st	1	\$56.65
0-382-36579-8	Big Book	2005	1st	1	\$1,416.00
0-328-10436-1	Audio CD Package*	2005	1st	1	\$583.45
0-382-36755-3	Teacher's Resource Package	2005	1st	1	\$288.20
0-382-36591-7	Teacher's Edition*	2005	1st	1	\$76.50
0-328-07771-2	Keyboard Accompaniments	2005	1st	1	\$54.30
0-382-36623-9	Resource Book	2005	1st	1	\$115.50
0-328-10487-6	Listening Map Transparency Package	2005	1st	1	\$69.60
0-328-07787-9	Binder with Tabs	2005	1st	1	\$20.00
1-4182-5151-8	Electronic Big Book CD-ROM	2005	1st	1	\$1,416.00
1-4182-5028-7	Teacher Resources Online Access Pack*	2005	1st	1	\$180.00
0-328-12831-7	Making Music DVD*	2006	1st	1	\$38.60
0-382-36842-8	Making Music with Technology Package*	2005	1st	1	\$120.00
1-4182-5896-2	Silver Burdett Making Music Arkansas Audio CD (K-8)	2009	1st	K-8	\$19.95
0-382-36855-X	The Power of Performance Audio CD Package**	2006	1st	K-6	\$95.00
0-382-36780-4	New Activities for the Substitute Teacher Audio CD Package** (Teacher's Guide and 1 Audio CD)	2005	1st	K-8	\$50.00
0-382-36774-X	Master Index & Correlations**	2005	1st	K-8	\$21.00
0-9715297-2-8	Master Tracks Pro® CD-ROM	2005	1st	1-8	\$59.99
0-382-36553-4	PrintMusic® CD-ROM Package	2008	1st	K-8	\$99.95
0-382-36552-6	Play Music CD-ROM (WIN)	2002	1st	K-8	\$49.95
0-382-34319-0	Morton Subotnick's Making Music CD-ROM Package	2003	1st	K-4	\$49.95
0-382-34706-4	Morton Subotnick's Making More Music CD-ROM	2004	1st	K-6	\$40.00
1-932174-35-4	Morton Subotnick's Hearing Music CD-ROM	2005	1st	K-6	\$39.95
1-933413-37-9	Morton Subotnick's Playing Music CD-ROM	2006	1st	K-6	\$40.00
0-9722409-3-4	Alice in Vivaldi's Four Seasons: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-2-6	Mozart's Magic Flute: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-1-8	Tchaikovsky's Nutcracker: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
1-418251-42-9	Sibelius Starclass CD-ROM Package	2005	1st	K-8	\$159.00
1-4182-5838-5	Sibelius' Groovy Music Shapes CD-ROM Package	2006	1st	K-8	\$69.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

1-4182-5884-9	Longden's Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5885-7	Longden's More Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5886-5	Longden's Living Ethnic Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5887-3	Longden's Maypole and Mexican Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5888-1	Longden's Historic and Contemporary Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5889-X	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 1	2008	1st	K-8	\$32.95
1-4182-5890-3	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 2	2008	1st	K-8	\$32.95
1-4182-5891-1	Longden's Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5892-X	Longden's More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5893-8	Longden's Even More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5894-6	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 1	2008	1st	K-8	\$15.00
1-4182-5895-4	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 2	2008	1st	K-8	\$15.00
1-4182-5833-4	More Music with Making Music Enhancement Grade Level Package	2008	1st	1	\$1,072.00
1-4182-5674-9	More Music with Making Music Enhancement Teacher Support Package	2005	1st	K-6	\$500.00
	Silver Burdett Making Music, 2008 Edition		1st		
	Grade 2				
0-382-36570-4	Student Edition	2005	1st	2	\$60.65
0-382-36775-8	Big Book (includes Volumes 1 and 2)	2005	1st	2	\$1,516.00
0-328-10437-X	Audio CD Package*	2005	1st	2	\$636.50
0-382-36756-1	Teacher's Resource Package	2005	1st	2	\$301.00
0-382-36592-5	Teacher's Edition*	2005	1st	2	\$99.55
0-328-07772-0	Keyboard Accompaniments	2005	1st	2	\$54.30
0-382-36624-7	Resource Book	2005	1st	2	\$115.50
0-328-10488-4	Listening Map Transparency Package	2005	1st	2	\$69.60
0-328-07788-7	Binder with Tabs	2005	1st	2	\$20.00
1-4182-5152-6	Electronic Big Book CD-ROM	2005	1st	2	\$1,516.00
1-4182-5029-5	Teacher Resources Online Access Pack*	2005	1st	2	\$180.00
0-328-12832-5	Making Music DVD*	2006	1st	2	\$38.60
0-382-36843-6	Making Music with Technology Package*	2005	1st	2	\$120.00
1-4182-5896-2	Silver Burdett Making Music Arkansas Audio CD (K-8)	2009	1st	K-8	\$19.95
0-382-36855-X	The Power of Performance Audio CD Package**	2006	1st	K-6	\$95.00
0-382-36780-4	New Activities for the Substitute Teacher Audio CD Package** (Teacher's Guide and 1 Audio CD)	2005	1st	K-8	\$50.00
0-382-36774-X	Master Index & Correlations**	2005	1st	K-8	\$21.00
0-9715297-2-8	Master Tracks Pro® CD-ROM	2005	1st	1-8	\$59.99

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

0-382-36553-4	PrintMusic® CD-ROM Package	2008	1st	K-8	\$99.95
0-382-36552-6	Play Music CD-ROM (WIN)	2002	1st	K-8	\$49.95
0-382-34319-0	Morton Subotnick's Making Music CD-ROM Package	2003	1st	K-4	\$49.95
0-382-34706-4	Morton Subotnick's Making More Music CD-ROM	2004	1st	K-6	\$40.00
1-932174-35-4	Morton Subotnick's Hearing Music CD-ROM	2005	1st	K-6	\$39.95
1-933413-37-9	Morton Subotnick's Playing Music CD-ROM	2006	1st	K-6	\$40.00
0-9722409-3-4	Alice in Vivaldi's Four Seasons: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-2-6	Mozart's Magic Flute: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-1-8	Tchaikovsky's Nutcracker: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
1-418251-42-9	Sibelius Starclass CD-ROM Package	2005	1st	K-8	\$159.00
1-4182-5838-5	Sibelius' Groovy Music Shapes CD-ROM Package	2006	1st	K-8	\$69.00
1-4182-5840-7	Sibelius' Groovy Music Jungle CD-ROM Package	2006	1st	2-8	\$69.00
1-4182-5884-9	Longden's Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5885-7	Longden's More Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5886-5	Longden's Living Ethnic Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5887-3	Longden's Maypole and Mexican Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5888-1	Longden's Historic and Contemporary Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5889-X	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 1	2008	1st	K-8	\$32.95
1-4182-5890-3	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 2	2008	1st	K-8	\$32.95
1-4182-5891-1	Longden's Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5892-X	Longden's More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5893-8	Longden's Even More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5894-6	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 1	2008	1st	K-8	\$15.00
1-4182-5895-4	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 2	2008	1st	K-8	\$15.00
1-4182-5834-2	More Music with Making Music Enhancement Grade Level Package	2008	1st	2	\$1,072.00
1-4182-5674-9	More Music with Making Music Enhancement Teacher Support Package	2005	1st	K-6	\$500.00
	Making Music Grade 3		1st		
0-382-36571-2	Student Edition	2005	1st	3	\$60.65
0-328-10438-8	Audio CD Package*	2005	1st	3	\$657.90
0-382-36757-X	Teacher's Resource Package	2005	1st	3	\$301.00
0-382-36593-3	Teacher's Edition*	2005	1st	3	\$99.55

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

0-328-07773-9	Keyboard Accompaniments	2005	1st	3	\$54.30
0-382-36625-5	Resource Book	2005	1st	3	\$115.50
0-328-10489-2	Listening Map Transparency Package	2005	1st	3	\$69.60
0-328-07789-5	Binder with Tabs	2005	1st	3	\$20.00
1-4182-5779-6	Electronic Big Book CD-ROM	2005	1st	3	\$1,516.00
1-4182-5121-6	Lesson Highlights CD-ROM*	2006	1st	3	\$462.80
1-4182-5030-9	Teacher Resources Online Access Pack*	2005	1st	3	\$180.00
0-328-12833-3	Making Music DVD*	2006	1st	3	\$38.60
0-382-36844-4	Making Music with Technology Package*	2005	1st	3	\$120.00
1-4182-5896-2	Silver Burdett Making Music Arkansas Audio CD (K-8)	2009	1st	K-8	\$19.95
0-382-36855-X	The Power of Performance Audio CD Package**	2006	1st	K-6	\$95.00
0-382-36780-4	New Activities for the Substitute Teacher Audio CD Package** (Teacher's Guide and 1 Audio CD)	2005	1st	K--8	\$50.00
0-382-36774-x	Master Index & Correlations**	2005	1st	K--8	\$21.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD	2005	1st	K--8	\$19.95
0-9715297-2-8	Master Tracks Pro CD-ROM	2005	1st	1-8	\$59.99
0-382-36553-4	PrintMusic® CD-ROM Package	2008	1st	K--8	\$99.95
0-382-36552-6	Play Music CD-ROM (WIN)	2002	1st	K--8	\$49.95
0-382-34319-0	Morton Subotnick's Making Music CD-ROM Package	2003	1st	K--4	\$49.95
0-382-34706-4	Morton Subotnick's Making More Music CD-ROM	2004	1st	K-6	\$40.00
1-932174-35-4	Morton Subotnick's Hearing Music CD-ROM	2005	1st	K-6	\$39.95
1-933413-37-9	Morton Subotnick's Playing Music CD-ROM	2006	1st	K-6	\$40.00
0-7390-0043-8	Alfred's Essentials of Music Theory CD-ROM Package, Volume 1	2003	1st	3-8	\$29.95
0-7390-3182-1	Alfred's Essentials of Music Theory CD-ROM Package, Volumes 2 and 3	2003	1st	3-8	\$39.95
0-9722409-3-4	Alice in Vivaldi's Four Seasons: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-2-6	Mozart's Magic Flute: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-1-8	Tchaikovsky's Nutcracker: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
1-418251-42-9	Sibelius Starclass CD-ROM Package	2005	1st	K-8	\$159.00
1-4182-5838-5	Sibelius' Groovy Music Shapes CD-ROM Package	2006	1st	K-8	\$69.00
1-4182-5840-7	Sibelius' Groovy Music Jungle CD-ROM Package	2006	1st	2-8	\$69.00
1-4182-5884-9	Longden's Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5885-7	Longden's More Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5886-5	Longden's Living Ethnic Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5887-3	Longden's Maypole and Mexican Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

1-4182-5888-1	Longden's Historic and Contemporary Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5889-X	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 1	2008	1st	K-8	\$32.95
1-4182-5890-3	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 2	2008	1st	K-8	\$32.95
1-4182-5891-1	Longden's Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5892-X	Longden's More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5893-8	Longden's Even More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5894-6	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 1	2008	1st	K-8	\$15.00
1-4182-5895-4	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 2	2008	1st	K-8	\$15.00
1-4182-5551-3	More Music with Making Music Enhancement Grade Level Package	2008	1st	3	\$1,072.00
1-4182-5674-9	More Music with Making Music Enhancement Teacher Support Package	2005	1st	K-6	\$500.00
	Silver Burdett Making Music, 2008 Edition		1st		
	Grade 4				
0-382-36572-0	Student Edition	2005	1st	4	\$60.65
0-328-10439-6	Audio CD Package*	2005	1st	4	\$685.45
0-382-36758-8	Teacher's Resource Package	2005	1st	4	\$301.00
0-382-36594-1	Teacher's Edition*	2005	1st	4	\$99.55
0-328-07774-7	Keyboard Accompaniments	2005	1st	4	\$54.30
0-382-36626-3	Resource Book	2005	1st	4	\$115.50
0-328-10490-6	Listening Map Transparency Package	2005	1st	4	\$69.60
0-328-07790-9	Binder with Tabs	2005	1st	4	\$20.00
1-4182-5780-X	Electronic Big Book CD-ROM	2005	1st	4	\$1,516.00
1-4182-5122-4	Lesson Highlights CD-ROM*	2006	1st	4	\$462.80
1-4182-5031-7	Teacher Resources Online Access Pack*	2005	1st	4	\$180.00
0-328-12834-1	Making Music DVD*	2006	1st	4	\$38.60
0-382-36845-2	Making Music with Technology Package*	2005	1st	4	\$120.00
1-4182-5896-2	Silver Burdett Making Music Arkansas Audio CD (K-8)	2009	1st	K-8	\$19.95
0-382-36855-X	The Power of Performance Audio CD Package**	2006	1st	K-6	\$95.00
0-382-36780-4	New Activities for the Substitute Teacher Audio CD Package** (Teacher's Guide and 1 Audio CD)	2005	1st	K-8	\$50.00
0-382-36774-X	Master Index & Correlations**	2005	1st	K-8	\$21.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD**	2005	1st	K-8	\$19.95
0-9715297-2-8	Master Tracks Pro® CD-ROM	2005	1st	1-8	\$59.99
0-382-36553-4	PrintMusic® CD-ROM Package	2008	1st	K-8	\$99.95
0-382-36552-6	Play Music CD-ROM (WIN)	2002	1st	K-8	\$49.95
0-382-34319-0	Morton Subotnick's Making Music CD-ROM Package	2003	1st	K-4	\$49.95
0-382-34706-4	Morton Subotnick's Making More Music CD-ROM	2004	1st	K-6	\$40.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

1-932174-35-4	Morton Subotnick's Hearing Music CD-ROM	2005	1st	K-6	\$39.95
1-933413-37-9	Morton Subotnick's Playing Music CD-ROM	2006	1st	K-6	\$40.00
0-7390-0043-8	Alfred's Essentials of Music Theory CD-ROM Package Vol. 1	2003	1st	3-8	\$29.95
0-7390-3182-1	Alfred's Essentials of Music Theory CD-ROM Pig Volumes 2 and 3	2003	1st	3-8	\$39.95
1-418251-43-7	Sibelius Instruments CD-ROM Package	2005	1st	4-8	\$119.00
1-891155-00-8	eMedia Guitar™ Method CD-ROM Package	2005	1st	4-8	\$59.95
1-891155-17-2	eMedia Piano and Keyboard™ Method CD-ROM Package	2005	1st	4-8	\$99.95
0-9722409-3-4	Alice in Vivaldi's Four Seasons: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-2-6	Mozart's Magic Flute: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-1-8	Tchaikovsky's Nutcracker: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
1-418251-42-9	Sibelius Starclass CD-ROM Package	2005	1st	K-8	\$159.00
1-4182-5838-5	Sibelius' Groovy Music Shapes CD-ROM Package	2006	1st	K-8	\$69.00
1-4182-5840-7	Sibelius' Groovy Music Jungle CD-ROM Package	2006	1st	2-8	\$69.00
1-4182-5839-3	Sibelius' Groovy Music City CD-ROM Package	2007	1st	4-8	\$69.00
1-4182-5884-9	Longden's Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5885-7	Longden's More Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5886-5	Longden's Living Ethnic Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5887-3	Longden's Maypole and Mexican Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5888-1	Longden's Historic and Contemporary Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5889-X	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 1	2008	1st	K-8	\$32.95
1-4182-5890-3	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 2	2008	1st	K-8	\$32.95
1-4182-5891-1	Longden's Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5892-X	Longden's More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5893-8	Longden's Even More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5894-6	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 1	2008	1st	K-8	\$15.00
1-4182-5895-4	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 2	2008	1st	K-8	\$15.00
1-4182-5552-1	More Music with Making Music Enhancement Grade Level Package	2008	1st	4	\$1,072.00
1-4182-5674-9	More Music with Making Music Enhancement Teacher Support Package	2005	1st	K-6	\$500.00
	Silver Burdett Making Music, 2008 Edition		1st		
	Grade 5		1st		

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

0-382-36573-9	Student Edition	2005	1st	5	\$65.00
0-328-10440-X	Audio CD Package*	2005	1st	5	\$685.45
0-382-36759-6	Teacher's Resource Package	2005	1st	5	\$304.00
0-382-36595-X	Teacher's Edition*	2005	1st	5	\$103.20
0-328-07775-5	Keyboard Accompaniments	2005	1st	5	\$54.30
0-382-36627-1	Resource Book	2005	1st	5	\$115.50
0-328-10491-4	Listening Map Transparency Package	2005	1st	5	\$69.60
0-328-07791-7	Binder with Tabs	2005	1st	5	\$20.00
1-4182-5781-8	Electronic Big Book CD-ROM	2005	1st	5	\$1,625.00
1-4182-5123-2	Lesson Highlights CD-ROM*	2006	1st	5	\$462.80
1-4182-5032-5	Teacher Resources Online Access Pack*	2005	1st	5	\$180.00
0-328-12835-X	Making Music DVD*	2006	1st	5	\$38.60
0-382-36846-0	Making Music with Technology Package*	2005	1st	5	\$120.00
1-4182-5896-2	Silver Burdett Making Music Arkansas Audio CD (K-8)	2009	1st	K-8	\$19.95
0-382-36855-X	The Power of Performance Audio CD Package**	2006	1st	K-6	\$95.00
0-382-36780-4	New Activities for the Substitute Teacher Audio CD Package** (Teacher's Guide and 1 Audio CD)	2005	1st	K-8	\$50.00
0-382-36774-X	Master Index & Correlations**	2005	1st	K-8	\$21.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD**	2005	1st	K-8	\$19.95
0-9715297-2-8	Master Tracks Pro® CD-ROM	2005	1st	1-8	\$59.99
0-382-36553-4	PrintMusic® CD-ROM Package	2008	1st	K-8	\$99.95
0-382-36552-6	Play Music CD-ROM (WIN)	2002	1st	K-8	\$49.95
0-382-34706-4	Morton Subotnick's Making More Music CD-ROM	2004	1st	K-6	\$40.00
1-932174-35-4	Morton Subotnick's Hearing Music CD-ROM	2005	1st	K-6	\$39.95
1-933413-37-9	Morton Subotnick's Playing Music CD-ROM	2006	1st	K-6	\$40.00
0-7390-0043-8	Alfred's Essentials of Music Theory CD-ROM Pkg, Volume 1	2003	1st	3-8	\$29.95
0-7390-3182-1	Alfred's Essentials of Music Theory CD-ROM Pkg, Vols 2 and 3	2003	1st	3-8	\$39.95
1-418251-43-7	Sibelius Instruments CD-ROM Package	2005	1st	4-8	\$119.00
1-891155-00-8	eMedia Guitar™ Method CD-ROM Package	2005	1st	4-8	\$59.95
1-891155-17-2	eMedia Piano and Keyboard™ Method CD-ROM Package	2005	1st	4-8	\$99.95
0-9722409-3-4	Alice in Vivaldi's Four Seasons: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-2-6	Mozart's Magic Flute: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-1-8	Tchaikovsky's Nutcracker: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
1-418251-42-9	Sibelius Starclass CD-ROM Package	2005	1st	K-8	\$159.00
1-4182-5838-5	Sibelius' Groovy Music Shapes CD-ROM Package	2006	1st	K-8	\$69.00
1-4182-5840-7	Sibelius' Groovy Music Jungle CD-ROM Package	2006	1st	2-8	\$69.00
1-4182-5839-3	Sibelius' Groovy Music City CD-ROM Package	2007	1st	4-8	\$69.00
1-4182-5884-9	Longden's Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

1-4182-5885-7	Longden's More Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5886-5	Longden's Living Ethnic Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5887-3	Longden's Maypole and Mexican Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5888-1	Longden's Historic and Contemporary Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5889-X	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 1	2008	1st	K-8	\$32.95
1-4182-5890-3	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 2	2008	1st	K-8	\$32.95
1-4182-5891-1	Longden's Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5892-X	Longden's More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5893-8	Longden's Even More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5894-6	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 1	2008	1st	K-8	\$15.00
1-4182-5895-4	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 2	2008	1st	K-8	\$15.00
1-4182-5553-X	More Music with Making Music Enhancement Grade Level Package	2008	1st	5	\$1,072.00
1-4182-5674-9	More Music with Making Music Enhancement Teacher Support Package	2005	1st	K-6	\$500.00
	Grade 6				
0-382-36574-7	Student Edition	2005	1st	6	\$65.00
0-328-10441-8	Audio CD Package*	2005	1st	6	\$730.30
0-382-36760-X	Teacher's Resource Package	2005	1st	6	\$304.00
0-382-36596-8	Teacher's Edition*	2005	1st	6	\$103.20
0-328-07776-3	Keyboard Accompaniments	2005	1st	6	\$54.30
0-382-36628-X	Resource Book	2005	1st	6	\$115.50
0-328-10492-2	Listening Map Transparency Package	2005	1st	6	\$69.60
0-328-07792-5	Binder with Tabs	2005	1st	6	\$20.00
1-4182-5782-6	Electronic Big Book CD-ROM	2005	1st	6	\$1,625.00
1-4182-5124-0	Lesson Highlights CD-ROM*	2006	1st	6	\$462.80
1-4182-5033-3	Teacher Resources Online Access Pack*	2005	1st	6	\$180.00
0-328-12836-8	Making Music DVD*	2006	1st	6	\$38.60
0-382-36847-9	Making Music with Technology Package*	2005	1st	6	\$120.00
1-4182-5896-2	Silver Burdett Making Music Arkansas Audio CD (K-8)	2009	1st	K-8	\$19.95
0-382-36855-X	The Power of Performance Audio CD Package**	2006	1st	K-6	\$95.00
0-382-36780-4	New Activities for the Substitute Teacher Audio CD Package** (Teacher's Guide and 1 Audio CD)	2005	1st	K-8	\$50.00
0-382-36774-X	Master Index & Correlations**	2005	1st	K-8	\$21.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD**	2005	1st	K-8	\$19.95
0-9715297-2-8	Master Tracks Pro® CD-ROM	2005	1st	1-8	\$59.99
0-382-36553-4	PrintMusic® CD-ROM Package	2008	1st	K-8	\$99.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

0-382-36552-6	Play Music CD-ROM (WIN)	2002	1st	K-8	\$49.95
0-382-34706-4	Morton Subotnick's Making More Music CD-ROM	2004	1st	K-6	\$40.00
1-932174-35-4	Morton Subotnick's Hearing Music CD-ROM	2005	1st	K-6	\$39.95
1-933413-37-9	Morton Subotnick's Playing Music CD-ROM	2006	1st	K-6	\$40.00
0-7390-0043-8	Alfred's Essentials of Music Theory CD-ROM Pkg, Vol. 1	2003	1st	3-8	\$29.95
0-7390-3182-1	Alfred's Essentials of Music Theory CD-ROM Pkg., Vols 2 and 3	2003	1st	3-8	\$39.95
1-418251-43-7	Sibelius Instruments CD-ROM Package	2005	1st	4-8	\$119.00
1-891155-00-8	eMedia Guitar™ Method CD-ROM Package	2005	1st	4-8	\$59.95
1-891155-17-2	eMedia Piano and Keyboard™ Method CD-ROM Package	2005	1st	4-8	\$99.95
0-9722409-3-4	Alice in Vivaldi's Four Seasons: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-2-6	Mozart's Magic Flute: The Music Game CD-Rom	2005	1st	K-8	\$29.95
0-9722409-1-8	Tchaikovsky's Nutcracker: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
1-418251-42-9	Sibelius Starclass CD-ROM Package	2005	1st	K-8	\$159.00
1-4182-5838-5	Sibelius' Groovy Music Shapes CD-ROM Package	2006	1st	K-8	\$69.00
1-4182-5840-7	Sibelius' Groovy Music Jungle CD-ROM Package	2006	1st	2-8	\$69.00
1-4182-5839-3	Sibelius' Groovy Music City CD-ROM Package	2007	1st	4-8	\$69.00
1-4182-5884-9	Longden's Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5885-7	Longden's More Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5886-5	Longden's Living Ethnic Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5887-3	Longden's Maypole and Mexican Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5888-1	Longden's Historic and Contemporary Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5889-X	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 1	2008	1st	K-8	\$32.95
1-4182-5890-3	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 2	2008	1st	K-8	\$32.95
1-4182-5891-1	Longden's Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5892-X	Longden's More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5893-8	Longden's Even More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5894-6	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 1	2008	1st	K-8	\$15.00
1-4182-5895-4	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 2	2008	1st	K-8	\$15.00
1-4182-5554-8	More Music with Making Music Enhancement Grade Level Package	2008	1st	6	\$1,072.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

1-4182-5674-9	More Music with Making Music Enhancement Teacher Support Package	2005	1st	K-6	\$500.00
	Silver Burdett Making Music, 2008 Edition		1st		
	Grade 7		1st		
0-382-36575-5	Student Edition	2005	1st	7	\$67.00
0-328-10442-6	Audio CD Package	2005	1st	7	\$730.30
0-382-36761-8	Teacher's Resource Package	2005	1st	7	\$306.80
0-382-36597-6	Teacher's Edition	2005	1st	7	\$106.45
0-328-07777-1	Keyboard Accompaniments	2005	1st	7	\$54.30
0-382-36629-8	Resource Book	2005	1st	7	\$115.50
0-328-10493-0	Listening Map Transparency Package	2005	1st	7	\$69.60
0-328-07793-3	Binder with Tabs	2005	1st	7	\$20.00
1-4182-5034-1	Teacher Resources Online Access Pack	2005	1st	7	\$180.00
0-328-12837-6	Making Music DVD	2006	1st	7	\$38.60
0-382-36848-7	Making Music with Technology Package	2005	1st	7	\$120.00
1-4182-5896-2	Silver Burdett Making Music Arkansas Audio CD (K-8)	2009	1st	K-8	\$19.95
0-382-36780-4	New Activities for the Substitute Teacher Audio CD Pkg (Teacher's Guide and 1 Audio CD)	2005	1st	K-8	\$50.00
0-382-36774-X	Master Index & Correlations	2005	1st	K-8	\$21.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD	2005	1st	K-8	\$19.95
0-9715297-2-8	Master Tracks Pro® CD-ROM	2005	1st	1-8	\$59.99
0-382-36553-4	PrintMusic® CD-ROM Package	2008	1st	K-8	\$99.95
0-382-36552-6	Play Music CD-ROM (WIN)	2002	1st	K-8	\$49.95
0-7390-0043-8	Alfred's Essentials of Music Theory CD-ROM Pkg., Vol 1	2003	1st	3-8	\$29.95
0-7390-3182-1	Alfred's Essentials of Music Theory CD-ROM Pkg., Vols 2 and 3	2003	1st	3-8	\$39.95
1-418251-43-7	Sibelius Instruments CD-ROM Package	2005	1st	4-8	\$119.00
1-891155-00-8	eMedia Guitar™ Method CD-ROM Package	2005	1st	4-8	\$59.95
1-891155-17-2	eMedia Piano and Keyboard™ Method CD-ROM Package	2005	1st	4-8	\$99.95
0-9722409-3-4	Alice in Vivaldi's Four Seasons: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-2-6	Mozart's Magic Flute: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-1-8	Tchaikovsky's Nutcracker: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
1-418251-42-9	Sibelius Starclass CD-ROM Package	2005	1st	K-8	\$159.00
1-4182-5838-5	Sibelius' Groovy Music Shapes CD-ROM Package	2006	1st	K-8	\$69.00
1-4182-5840-7	Sibelius' Groovy Music Jungle CD-ROM Package	2006	1st	2-8	\$69.00
1-4182-5839-3	Sibelius' Groovy Music City CD-ROM Package	2007	1st	4-8	\$69.00
1-4182-5884-9	Longden's Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5885-7	Longden's More Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5886-5	Longden's Living Ethnic Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

1-4182-5887-3	Longden's Maypole and Mexican Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5888-1	Longden's Historic and Contemporary Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5889-X	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 1	2008	1st	K-8	\$32.95
1-4182-5890-3	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 2	2008	1st	K-8	\$32.95
1-4182-5891-1	Longden's Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5892-X	Longden's More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5893-8	Longden's Even More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5894-6	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 1	2008	1st	K-8	\$15.00
1-4182-5895-4	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 2	2008	1st	K-8	\$15.00
	Silver Burdett Making Music, 2008 Edition		1st		
	Grade 8		1st		
0-382-36576-3	Student Edition	2005	1st	8	\$67.00
0-328-10443-4	Audio CD Package	2005	1st	8	\$730.30
0-382-36762-6	Teacher's Resource Package	2005	1st	8	\$306.80
0-382-36598-4	Teacher's Edition	2005	1st	8	\$106.45
0-328-07778-X	Keyboard Accompaniments	2005	1st	8	\$54.30
0-382-36630-1	Resource Book	2005	1st	8	\$115.50
0-328-10494-9	Listening Map Transparency Package	2005	1st	8	\$69.60
0-328-07794-1	Binder with Tabs	2005	1st	8	\$20.00
1-4182-5035-X	Teacher Resources Online Access Pack	2005	1st	8	\$180.00
0-328-12838-4	Making Music DVD	2006	1st	8	\$38.60
0-382-36849-5	Making Music with Technology Package	2005	1st	8	\$120.00
1-4182-5896-2	Silver Burdett Making Music Arkansas Audio CD (K-8)	2009	1st	K-8	\$19.95
0-382-36780-4	New Activities for the Substitute Teacher Audio CD Package** (Teacher's Guide and 1 Audio CD)	2005	1st	K-8	\$50.00
0-382-36774-X	Master Index & Correlations**	2005	1st	K-8	\$21.00
0-382-36776-6	Silver Burdett Making Music All Together! Audio CD**	2005	1st	K-8	\$19.95
0-9715297-2-8	Master Tracks Pro® CD-ROM	2005	1st	1-8	\$59.99
0-382-36553-4	PrintMusic® CD-ROM Package	2008	1st	K-8	\$99.95
0-382-36552-6	Play Music CD-ROM (WIN)	2002	1st	K-8	\$49.95
0-7390-0043-8	Alfred's Essentials of Music Theory CD-ROM Package, Volume 1	2003	1st	3-8	\$29.95
0-7390-3182-1	Alfred's Essentials of Music Theory CD-ROM Package, Volumes 2 and 3	2003	1st	3-8	\$39.95
1-418251-43-7	Sibelius Instruments CD-ROM Package	2005	1st	4-8	\$119.00
1-891155-00-8	eMedia Guitar™ Method CD-ROM Package	2005	1st	4-8	\$59.95
1-891155-17-2	eMedia Piano and Keyboard™ Method CD-ROM Package	2005	1st	4-8	\$99.95
0-9722409-3-4	Alice in Vivaldi's Four Seasons: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
MUSIC, 2010-2016
BASAL AND SUPPLEMENTAL

0-9722409-2-6	Mozart's Magic Flute: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
0-9722409-1-8	Tchaikovsky's Nutcracker: The Music Game CD-ROM (Win)	2005	1st	K-8	\$29.95
1-418251-42-9	Sibelius Starclass CD-ROM Package	2005	1st	K-8	\$159.00
1-4182-5838-5	Sibelius' Groovy Music Shapes CD-ROM Package	2006	1st	K-8	\$69.00
1-4182-5840-7	Sibelius' Groovy Music Jungle CD-ROM Package	2006	1st	2-8	\$69.00
1-4182-5839-3	Sibelius' Groovy Music City CD-ROM Package	2007	1st	4-8	\$69.00
1-4182-5884-9	Longden's Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5885-7	Longden's More Favorite Folk Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5886-5	Longden's Living Ethnic Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5887-3	Longden's Maypole and Mexican Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5888-1	Longden's Historic and Contemporary Dances for Kids and Teachers DVD Package	2008	1st	K-8	\$32.95
1-4182-5889-X	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 1	2008	1st	K-8	\$32.95
1-4182-5890-3	Longden's Dances of the Seven Continents for Kids and Teachers DVD Package, Vol. 2	2008	1st	K-8	\$32.95
1-4182-5891-1	Longden's Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5892-X	Longden's More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5893-8	Longden's Even More Folk Dance Music for Kids and Teachers Audio CD Package	2008	1st	K-8	\$15.00
1-4182-5894-6	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 1	2008	1st	K-8	\$15.00
1-4182-5895-4	Longden's Dances of the Seven Continents for Kids and Teachers Audio CD Package, Vol. 2	2008	1st	K-8	\$15.00
1-4182-5834-2	More Music with Making Music Enhancement Grade Level Package	2008	1st	2	\$1,072.00
1-4182-5674-9	More Music with Making Music Enhancement Teacher Support Package	2005	1st	K-6	\$500.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
AGRICULTURE (2010-2016)

ISBN OR CODE NO	TITLE	COPY RIGHT	EDITION	GRADE	WHOLESALE PRICE
CEV MULTIMEDIA, LTD		DATE			
AGRICULTURE					
978-1603330848	Introduction to Agriculture Pathway	2007	1st	7-12	\$1,875.00
978-1603337342	Agribusiness Systems Pathway	2008	1st	9-12	\$1,200.00
978-1603337427	Food Products/Processing Systems	2008	1st	9-12	\$1,250.00
978-1603337502	Power, Structural & Technical Systems	2008	1st	9-12	\$1,875.00
978-1603337441	Plant Systems Pathway	2008	1st	9-12	\$1,990.00
978-1603337359	Agricultural Leadership/Communication Systems Pathway	2008	1st	9-12	\$1,125.00
978-1603337267	Natural Resources & Environmental Pathway	2008	1st	9-12	\$1,625.00
978-1603337250	Animal Systems Pathway	2008	1st	9-12	\$1,990.00
9781603330008	Agricultural Explorations MPU	2007	1st	9-12	\$1,209.00
9781603330022	Agriscience MPU	2007	1st	9-12	\$1,632.00
9781603330589	Introduction to Agriculture MPU	2007	1st	9-12	\$1,195.00
9781603330336	Career Guidance & Management in	2007	1st	9-12	\$690.00
9781603330114	Business, Communication & Management	2007	1st	9-12	\$379.00
9781603330466	Finance & Money Management MPU	2007	1st	9-12	\$200.00
9781603330169	Business, Economics & Marketing	2007	1st	9-12	\$868.00
9781603330176	Business Workplace & Employee	2007	1st	9-12	\$280.00
9781603330534	Food Processing, Preserving & Packaging	2007	1st	9-12	\$949.00
9781603330541	Food Safety, Monitoring & Regulations	2007	1st	9-12	\$889.00
9781603330732	Power, Engine & Maintenance MPU	2007	1st	9-12	\$1,593.00
9781603330015	Agriculture Structures & Systems MPU	2007	1st	9-12	\$1,875.00
9781603330817	Tool Identification & Shop Safety MPU	2007	1st	9-12	\$608.00
9781603330626	Metal Working, Welding & Cutting MPU	2007	1st	9-12	\$1,008.00
9781603330718	Plant Selection, Identification &	2007	1st	9-12	\$706.00
9781603330725	Plants & the Environment MPU	2007	1st	9-12	\$507.00
9781603330695	Plant Biology MPU	2007	1st	9-12	\$601.00
9781603330701	Plant Production MPU	2007	1st	9-12	\$646.00
9781603330596	Landscape/Interior Landscape/ Floral	2007	1st	9-12	\$1,569.00
9781603330763	Public Speaking, Presentations &	2007	1st	9-12	\$397.00
9781603330657	Personal & Professional Development	2007	1st	9-12	\$561.00
9781603330367	Communications & Media in Agriculture	2007	1st	9-12	\$327.00
9781603330770	Record Book Keeping MPU	2007	1st	9-12	\$500.00
9781603330800	Species Management & Identification MPU	2007	1st	9-12	\$756.00
9781603330411	Ecological Principles & Management MPU	2007	1st	9-12	\$566.00
9781603331593	Aquaculture Science MPU	2008	1st	9-12	\$541.00
9781603334839	Forestry Science & Management MPU	2008	1st	9-12	\$682.00
9781603330077	Basic Animal Science & Management	2007	1st	9-12	\$808.00
9781603330435	Equine Science & Evaluation MPU	2007	1st	9-12	\$1,075.00
9781603330046	Animal Management & Evaluation MPU	2007	1st	9-12	\$1,024.00
9781603330039	Animal Anatomy, Physiology & Health	2007	1st	9-12	\$939.00
9781603330053	Animal Reproduction MPU	2007	1st	9-12	\$280.00
9781603331098	Small Animal Anatomy & Physiology MPU	2008	1st	9-12	\$260.00
9781603331586	Animal Laws & Regulations MPU	2008	1st	9-12	\$187.00
9781603334990	Small & Specialty Animal Care MPU	2008	1st	9-12	\$354.00
CENGAGE					
Agriculture					
9781435419667	Agriscience Fundamentals & Applications	2010	5th	9-12	\$81.00

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
AGRICULTURE (2010-2016)

9781435419681	Laboratory Manual	2010	5th	9-12	\$48.00
9781435419704	Laboratory Manual CD	2010	5th	9-12	\$235.25
9781435419711	Classroom Interactivity CD	2010	5th	9-12	\$76.00
9781435419674	Instructor's Guide	2010	5th	9-12	\$17.25
9781435419698	Laboratory Manual Instructor's Guide	2010	5th	9-12	\$17.25
9781435419728	Classmaster CD	2010	5th	9-12	\$294.00
9781401896447	Exploring Agriscience	2006	3rd	9-12	\$109.75
9781401896478	Lab Manual	2006	3rd	9-12	\$47.25
9781401896492	Lab Manual CD-ROM	2006	3rd	9-12	\$235.25
9781401896522	Interactivity CD	2006	3rd	9-12	\$82.25
9781401896461	Instructor's Manual	2006	3rd	9-12	\$18.25
9781401896485	Instructor's Manual for Lab Manual	2006	3rd	9-12	\$18.25
9781401896508	Classmaster	2006	3rd	9-12	\$316.50
9781435400979	Agricultural Mechanics: Fundamentals &	2010	6th	9-12	\$77.50
9781435400993	Lab Manual	2010	6th	9-12	\$47.25
9781435401013	Lab Manual CD	2010	6th	9-12	\$235.25
9781435401037	Interactivity CD	2010	6th	9-12	\$82.25
9781435400986	Instructor's Manual	2010	6th	9-12	\$16.50
9781435401006	Instructor's Manual for Lab Manual	2010	6th	9-12	\$16.50
9781435401020	Classmaster	2010	6th	9-12	\$294.00
9781401898007	Science Of Agriculture: A Biological	2007	3rd	9-12	\$81.00
9781401898021	Lab Manual	2007	3rd	9-12	\$47.25
9781401898069	Interactivity CD-ROM	2007	3rd	9-12	\$82.25
9781401898076	Lab Manual CD-ROM	2007	3rd	9-12	\$235.25
9781401898014	Instructor's Manual	2007	3rd	9-12	\$17.75
9781401898038	Instructor's Manual for Lab Manual	2007	3rd	9-12	\$17.75
9781401898052	Classmaster	2007	3rd	9-12	\$316.50
9781401870997	The Science Of Animal Agriculture	2007	3rd	9-12	\$116.00
9781401871048	Lab Manual	2007	3rd	9-12	\$48.25
9781418019761	Lab Manual CD-ROM	2007	3rd	9-12	\$235.25
9781418019747	Interactivity CD-ROM	2007	3rd	9-12	\$71.25
9781401871017	Instructor's Guide	2007	3rd	9-12	\$17.75
9781401871031	Instructor's Guide for Lab Manual	2007	3rd	9-12	\$18.00
9781401871000	Classmaster CD-ROM	2007	3rd	9-12	\$316.50
9781428318083	Modern Livestock & Poultry Production	2010	8th	9-12	\$116.00
9781428318113	Classroom Interactivity CD	2010	8th	9-12	\$52.50
9781428318090	Instructor's Manual	2010	8th	9-12	\$18.75
9781428318106	Classmaster	2010	8th	9-12	\$263.25
9781418030872	Introduction To Forestry Science	2008	2nd	9-12	\$90.50
9781418030896	Lab Manual	2008	2nd	9-12	\$47.50
9781418030919	Lab Manual CD-ROM	2008	2nd	9-12	\$235.25
9781418030889	Instructor's Manual	2008	2nd	9-12	\$17.00
9781418030902	Instructor's Manual for the Lab Manual	2008	2nd	9-12	\$0.00
9781428335097	Classmaster CD-ROM	2008	2nd	9-12	\$316.50
9781428318687	Managing Our Natural Resources	2009	5th	9-12	\$98.00
9781428318700	Workbook	2009	5th	9-12	\$41.75
9781428318694	Instructor Manual	2009	5th	9-12	\$16.50
9781428318717	Instructor's Manual for the Workbook	2009	5th	9-12	\$16.50
9781428318724	Classmaster	2009	5th	9-12	\$316.50
9781418032319	Agribusiness: Fundamentals &	2009	2nd	9-12	\$81.50
9781418032326	Instructor's Manual	2009	2nd	9-12	\$15.75
9781418032333	Classmaster	2009	2nd	9-12	\$316.50

RECOMMENDED INSTRUCTIONAL MATERIALS LIST
AGRICULTURE (2010-2016)

9781418052751	Welding Principles & Applications	2008	6th	9-12	\$104.50
9781418052775	Study Guide/Lab Manual	2008	6th	9-12	\$44.50
9781418052768	Instructor's Guide	2008	6th	9-12	\$38.25
9781418052782	E.Resource	2008	6th	9-12	\$170.50
9781401889524	Introductory Horticulture	2007	7th	9-12	\$106.50
9781401889562	Lab Manual	2007	7th	9-12	\$47.25
9781401889586	Lab Manual CD-ROM	2007	7th	9-12	\$235.25
9781401889593	Interactivity CD	2007	1st	9-12	\$82.25
9781401889548	Instructor's Guide	2007	7th	9-12	\$17.75
9781401889555	Classmaster	2007	7th	9-12	\$316.50
9781401889579	Instructor's Manual for the Lab Manual	2007	7th	9-12	\$17.75
9781428376410	Landscaping Principles & Practices	2010	7th	9-12	\$134.25
9781428376434	Residential Design Workbook	2010	7th	9-12	\$49.75
9781428376427	Instructor's Manual	2010	7th	9-12	\$13.50
9781428376441	Residential Design Workbook- Instructor's	2010	7th	9-12	\$12.00
9781428376458	Classmaster CD-ROM	2010	7th	9-12	\$276.75
9781418013301	Turfgrass Science & Management	2008	4th	9-12	\$138.00
9781418013318	Lab Manual	2008	4th	9-12	\$46.50
9781418013356	Lab Manual CD-ROM	2008	4th	9-12	\$235.25
9781418013325	Instructor's Guide	2008	4th	9-12	\$24.25
9781418013332	Lab Manual Instructor's Guide	2008	4th	9-12	\$23.00
9781418013349	Classmaster	2008	4th	9-12	\$316.50
9781418038656	Soil Science & Management	2009	5th	9-12	\$127.75
9781418038670	Lab Manual W/StudyWare CD	2009	5th	9-12	\$43.50
9781418038663	Instructor's Guide	2009	5th	9-12	\$15.00
9781418038687	Lab Manual Instructor Guide	2009	5th	9-12	\$0.00
9781418038694	E.Resource	2009	5th	9-12	\$56.25
9781418030797	The Commercial Greenhouse	2009	3rd	9-12	\$109.75
9781418030834	Lab Manual	2009	3rd	9-12	\$51.50
9781418030858	Lab Manual CD	2009	3rd	9-12	\$203.75
9781418030827	Instructor's Manual	2009	3rd	9-12	\$16.50
9781418030841	Lab Manual for Instructor's Manual	2009	3rd	9-12	\$17.25
9781418030865	Classmaster	2009	3rd	9-12	\$316.50
9781401815639	Metal Fabrication Technology For	2004	1st	9-12	\$96.25
9781401815646	Answer Key	2004	1st	9-12	\$0.00
PEARSON/PRENTICE HALL					
	Agriscience Explorations	2009	3rd	6-8	
133626377	Student Edition				\$68.97
133626407	Teacher's Manual				\$14.47
013362644X	Activity Manual				\$20.97
	AgriScience	2010	5th	9-12	
135096227	Student Edition				\$68.47
135095948	Teacher's Manual				\$14.47
135096243	Activity Book				\$21.47
	Introduction to Livestock & Companion	2009	3rd	9-12	
133626369	Student Edition				\$70.97
133626393	Teacher's Manual				\$16.97
133626431	Activity Manual				\$21.97
	Introduction to Horticulture	2009	4th	9-12	
133626318	Student Edition				\$63.97
133626482	Teacher's Manual				\$14.47

CAREER AND TECHNICAL EDUCATION, 2010-2016

BASAL AND SUPPLEMENTAL

ISBN OR CODE	CAREER AND TECHNOLOGY, GRADES 9-12	COPY-	EDITION	GRADE	WHOLESALE
NUMBER	RECOMMENDED	RIGHT			
	TITLE	DATE			
CENGAGE LEARNING, INC .					
Computer Education					
9781423902454	Network + Guide To Networks	2010	5th	9-12	\$66.25
9781423925781	Instructor Resource Allied Health	2010	5th	9-12	\$116.25
9781401871888	Fundamentals of Anatomy & Physiology	2006	2nd	9-12	\$75.50
9781401871895	Study Guide	2006	2nd	9-12	\$37.00
9781401871901	Electronic Classroom Manager	2006	2nd	9-12	\$288.75
9781428304208	Body Structures & Functions (Hard Cover)	2009	11th	9-12	\$87.50
9781428304215	Workbook	2009	11th	9-12	\$37.25
9781428304284	Instructor's Manual	2009	11th	9-12	\$31.25
9781428304222	Online Companion	2009	11th	9-12	\$93.75
9781428304239	Electronic Classroom Manager	2009	11th	9-12	\$70.50
9781418030216	Diversified Health Occupations	2009	7th	9-12	\$73.50
9781418030223	Workbook	2009	7th	9-12	\$28.75
9781418030247	Electronic Classroom Manager	2009	7th	9-12	\$63.00
9781418030254	Instructor's Manual	2009	7th	9-12	\$15.75
9781418030285	Online Companion	2009	7th	9-12	\$0.00
9781418030230	Teacher's Resource Kit	2009	7th	9-12	\$245.50
9781418021221	Introduction To Health Science Technology	2009	2nd	9-12	\$63.50
9781418021238	Workbook	2009	2nd	9-12	\$22.00
9781418021252	Online Companion	2009	2nd	9-12	\$0.00
9781418021245	Electronic Classroom Manager	2009	2nd	9-12	\$44.00
9781418030179	Introduction To Medical Terminology	2009	2nd	9-12	\$63.00
9781418030186	Workbook	2009	2nd	9-12	\$30.25
9781418030193	Instructor's Manual	2009	2nd	9-12	\$27.25
9781418030209	Electronic Classroom Manager	2009	2nd	9-12	\$63.25
Automotive					
9781418037581	Automotive Service: Inspection, Maintenance, Repair	2008	3rd	9-12	\$85.50
9781418037598	Repair-Lab Manual 3	2008	3rd	9-12	\$36.75
9781418037604	Repair-Lab Manual 3, Instructor's Manual	2008	3rd	9-12	\$45.50
9781418037611	Repair-E.Resource	2008	3rd	9-12	\$313.00
9781428311497	Automotive Technology: A Systems Approach	2010	5th	9-12	\$95.75
9781428311503	Tech Manual	2010	5th	9-12	\$43.50
9781435441460	Student Online Companion	2010	5th	9-12	\$0.00
9781428311510	Instructor's Manual	2010	5th	9-12	\$23.50
9781428311527	Instructor's Resources	2010	5th	9-12	\$276.50
9781418073534	Auto Body Repair Technology	2009	5th	9-12	\$109.50
9781418073541	Tech Manual	2009	5th	9-12	\$38.25
9781418073558	Instructor's Manual	2009	5th	9-12	\$34.50
9781418073565	E.Resource	2009	5th	9-12	\$209.75
Trades					
9781418029876	Engineering Drawing And Design	2007	4th	9-12	\$134.75
9781418029883	Workbook	2007	4th	9-12	\$37.25
9781418029890	E.Resource	2007	4th	9-12	\$198.25
9781418029906	Solutions Manual	2007	4th	9-12	\$54.00
9781428335837	Technical Drawing & Engineering Communication	2010	6th	9-12	\$132.50
9781428335844	Workbook	2010	6th	9-12	\$54.25

CAREER AND TECHNICAL EDUCATION, 2010-2016
BASAL AND SUPPLEMENTAL

9781428335851	Instructor's Guide	2010	6th	9-12	\$30.00
9781428335868	Instructor's Resources	2010	6th	9-12	\$177.00
9781418012755	Residential Design, Drafting, And Detailing	2008	1st	9-12	\$91.25
9781418012762	E.Resource	2008	1st	9-12	\$171.75
9781418012779	Solutions Manual	2008	1st	9-12	\$42.75
9781401879952	Drafting And Design For Architecture	2006	1st	9-12	\$102.00
9781401879976	Workbook	2006	1st	9-12	\$22.75
9781401879969	E.Resource	2006	1st	9-12	\$199.75
9781401879983	Solutions Manual	2006	1st	9-12	\$34.00
9781418052515	Residential Construction Academy: Basic Principles For Construction	2008	2nd	9-12	\$47.50
9781418052560	DVD	2008	2nd	9-12	\$594.75
9781428323636	Workbook	2008	2nd	9-12	\$19.75
9781418052522	Instructor's Manual	2008	2nd	9-12	\$21.75
9781418052539	E.Resource	2008	2nd	9-12	\$142.25
9781418052843	Residential Construction Academy: Masonry, Brick & Block Construction	2008	1st	9-12	\$57.50
9781418052881	DVD	2008	1st	9-12	\$594.75
9781428323667	Workbook	2008	1st	9-12	\$19.75
9781418052850	Instructor's Resource Guide	2008	1st	9-12	\$19.00
9781418052867	E.Resource	2008	1st	9-12	\$129.00
9781418050917	Plumbing Technology: Design And Installation	2008	4th	9-12	\$106.75
9781418050924	Workbook	2008	4th	9-12	\$29.75
9781418050931	Instructor's Manual	2008	4th	9-12	\$40.75
9781418050948	E.Resource	2008	4th	9-12	\$129.00
9781418050962	Electrical Wiring- Residential	2008	16th	9-12	\$101.25
9781418050993	Lab Manual	2008	16th	9-12	\$22.00
9781418050979	Instructor's Guide	2008	16th	9-12	\$33.00
9781418050986	E.Resource	2008	16th	9-12	\$239.50
9781418010980	Residential Construction Academy: House Wiring	2008	2nd	9-12	\$62.50
9781418011024	DVD Set 1	2008	2nd	9-12	\$594.75
9781418011031	DVD Set 2	2008	2nd	9-12	\$594.75
9781428323674	Workbook/Lab Manual 2	2008	2nd	9-12	\$25.00
9781418010997	Instructor's Resource Guide	2008	2nd	9-12	\$21.75
9781418011000	E.Resource	2008	2nd	9-12	\$142.25
9781418065805	Delmar's Standard Textbook Of Electricity	2009	4th	9-12	\$115.25
9781418065812	E.Resource	2009	4th	9-12	\$206.25
9781418065829	Instructor Guide	2009	4th	9-12	\$24.75
9781418065836	Experiments in Electricity For Use With Lab-Volt	2009	4th	9-12	\$37.75
9781401889005	Introduction To Electronics	2007	5th	9-12	\$87.50
9781401889012	Lab Manual	2007	5th	9-12	\$33.00
9781401889029	Instructor's Guide	2007	5th	9-12	\$24.50
9781401889036	E.Resource	2007	5th	9-12	\$189.50
9781428319363	Refrigeration & Air Conditioning Technology	2009	6th	9-12	\$95.50
9781435483873	DVD #6	2009	6th	9-12	\$206.25
9781428319370	Lab Manual	2009	6th	9-12	\$37.25
9781418072834	DVD Set	2009	6th	9-12	\$1,299.25
9781428319387	Instructor's Manual	2009	6th	9-12	\$81.00
9781428319394	E.Resource	2009	6th	9-12	\$168.75
9781435427884	Welding Skills: Processes And Practices, Book 1	2010	1st	9-12	\$49.00
9781435427891	Entry Level Welder Book 1, Lab Manual	2010	1st	9-12	\$19.00
9781435428034	Instructor's Resources	2010	1st	9-12	\$149.25

CAREER AND TECHNICAL EDUCATION, 2010-2016
BASAL AND SUPPLEMENTAL

9781435427907	Welding Skills: Processes And Practices, Book 2	2010	1st	9-12	\$24.50
9781435427952	Entry Level Welder Book 2, Lab Manual	2010	1st	9-12	\$9.50
9781435428034	Instructor's Resources	2010	1st	9-12	\$149.25
9781435427969	Welding Skills: Processes And Practices, Book 3	2010	1st	9-12	\$24.50
9781435427976	Entry Level Welder Book 3, Lab Manual	2010	1st	9-12	\$9.50
9781435428034	Instructor's Resources	2010	1st	9-12	\$149.25
9781418062415	Engineering Design: An Introduction	2008	1st	9-12	\$82.50
9781418062422	Workbook	2010	1st	9-12	\$24.75
9781435439054	Project Manual	2010	1st	9-12	\$16.50
9781418062439	Instructor's Resource CD	2010	1st	9-12	\$150.00
9781418061784	Gateway To Engineering	2010	1st	9-12	\$54.50
9781435439054	Virtual And Physical Modeling for Engineering Design Project Manual	2010	1st	9-12	\$16.50
9781418061791	Readings To Accompany Gateway To Engineering	2010	1st	9-12	\$11.50
9781418061807	Instructor's Resources CD	2010	1st	9-12	\$29.50
9781418073893	Engineering & Technology	2010	1st	9-12	\$49.50
9781418073909	Student Activity Guide	2010	1st	9-12	\$13.25
9781435439054	Virtual Ana Physical Modeling For Engineering Design Project Manual	2010	1st	9-12	\$16.50
9781418073916	Instructor's Resource CD	2010	1st	9-12	\$175.00
9781418073923	Online Companion	2010	1st	9-12	\$0.00
9781418060992	CNC Computer Numerical Control Programming	2010	1st	9-12	\$63.75
9781418061005	Instructor's Resource CD	2010	1st	9-12	\$39.50
EMC PUBLISHING, LLC					
	Anatomy & Physiology: A Case Study Approach	2007	1st	9-12	
9780763833138	Textbook (hardcover)				\$62.95
9780763823375	Textbook (Softcover)				\$52.95
9780763823429	Workbook				\$26.95
9780763823412	Instructor's Guide				\$72.95
9780763823382	Test Generator and Item Bank				\$135.95
	Internet Resource Center				
GLENCOE/MCGRAW-HILL					
78797853	Introduction to Technology	2010	4th	9-12	\$44.97
78907128	Project Application Workbook				\$14.97
78744121	Automotive Excellence, Volume 1	2007	3rd	9-12	\$41.97
7874413X	Automotive Excellence, Volume 2	2007	3rd	9-12	\$51.97
78797845	Carpentry & Building Construction	2010	4th	9-12	\$59.67
78886775	Carpentry and Mathematics Applic. Workbook				\$20.97
78655412	Wood Technology & Processes	2006	4th	9-12	\$43.98
78655439	Student Workbook				\$18.00
78741726	Technology Interactions	2007	3rd	9-12	\$45.00
78768098	Technology Engineering & Design	2008	3rd	9-12	\$45.48
78796059	Mechanical Drawing: Board & Cad Techniques	2010	4th	9-12	\$58.68
78895111	Student Activity Workbook				\$20.97
GOODHEART-WILLCOX					
978-1-59070-699-2	Architecture: Residential Drafting and Design	2008	10th	9-12	\$63.00
978-1-59070-700-5	Student Workbook	2008	10th	9-12	\$15.96
978-1-59070-857-6	Computer Service and Repair	2008	3rd	9-12	\$61.50
978-1-59070-863-7	Study Guide	2008	3rd	9-12	\$18.00
978-1-59070-858-3	Laboratory Manual	2008	3rd	9-12	\$18.00
978-1-59070-903-0	Drafting and Design	2008	7th	9-12	\$61.50

CAREER AND TECHNICAL EDUCATION, 2010-2016
BASAL AND SUPPLEMENTAL

978-1-59070-904-7	Worksheets	2008	7th	9-12	\$15.96
978-1-59070-883-5	Electricity & Electronics	2009	10th	9-12	\$52.50
978-1-59070-884-2	Study Guide with Laboratory Activities	2009	10th	9-12	\$19.98
978-1-59070-885-9	NI Multisim™ Lab Manual	2009	10th	9-12	\$19.98
978-1-59070-575-9	Exploring Drafting	2007	10th	9-12	\$49.98
978-1-59070-576-6	Worksheets	2007	10th	9-12	\$15.00
978-1-59070-249-9	Machining Fundamentals	2004	8th	9-12	\$56.25
978-1-59070-250-5	Student Workbook	2004	8th	9-12	\$15.00
978-1-59070-956-6	Modern Automotive Technology	2009	7th	9-12	\$63.00
978-1-59070-957-3	Instructor's Edition	2009	7th	9-12	\$86.25
978-1-59070-958-0	Student Workbook	2009	7th	9-12	\$15.96
978-1-59070-959-7	Shop Manual	2009	7th	9-12	\$30.00
978-1-59070-648-0	Modern Carpentry	2008	11th	9-12	\$60.00
978-1-59070-649-7	Student Workbook	2008	11th	9-12	\$15.96
978-1-59070-350-2	Modern Plumbing	2005	6th	9-12	\$56.25
978-1-59070-351-9	Job Practice Manual	2005	6th	9-12	\$16.50
978-1-56637-987-8	Modern Welding	2004	10th	9-12	\$61.50
978-1-56637-988-5	Laboratory Manual	2004	10th	9-12	\$18.00
978-1-59070-970-2	Small Gas Engines	2009	9th	9-12	\$49.98
978-1-59070-971-9	Student Workbook	2009	9th	9-12	\$15.00
978-1-59070-712-8	Technology Design and Applications	2008	2nd	9-12	\$45.00
978-1-59070-713-5	Teacher's Wraparound Edition	2008	2nd	9-12	\$63.00
978-1-59070-714-2	Student Activity Manual	2008	2nd	9-12	\$12.00
978-1-59070-706-7	Technology Shaping Our World	2008	6th	6-8	\$45.00
978-1-59070-707-4	Teacher's Wraparound Edition	2008	6th	6-8	\$60.00
978-1-59070-708-1	Student Activity Manual	2008	6th	6-8	\$12.00
978-1-59070-718-0	Technology	2008	5th	9-12	\$44.25
978-1-59070-719-7	Teacher's Wraparound Edition	2008	5th	9-12	\$63.00
978-1-59070-720-3	Student Activity Manual	2008	5th	9-12	\$12.00
PEARSON EDUCATION, PRENTICE HAL (CONTREN)					
Construction Technology:					
131091891	Core Curriculum Trainee Guide Hardcover	2004	3rd	9-12	\$49.00
132299933	Contren Connect Core Trainee with access code Package	2004	3rd	9-12	\$74.00
136144098	Core Curriculum Trainee Guide Spanish Paperback	2004	3rd	9-12	\$46.00
132292688	Carpentry Level 1 Trainee Guide Hardcover	2006	4th	9-12	\$64.00
132397110	Contren Connect Carpentry Level 1 Trainee with access code P	2008	4th	9-12	\$89.00
136144101	Carpentry Level 2 Trainee Guide Hardcover	2008	4th	9-12	\$92.00
013615056x	Contren Connect Carpentry Level 2 Trainee with access code P	2008	4th	9-12	\$117.00
013604512x	Drywall Level 1 Trainee Guide Paperback	2008	1st	9-12	\$62.00
013604459x	Electrical Level 1 Trainee Guide Hardcover	2008	1st	9-12	\$64.00
136061931	Contren Connect Electrical Level 1 Trainee with access code P	2008	1st	9-12	\$89.00
136044654	Electrical Level 2 Trainee Guide Hardcover	2008	1st	9-12	\$92.00
013814334x	Contren Connect Electrical Level 2 Trainee with access code P	2008	1st	9-12	\$117.00
132287188	Masonry Level 1 Trainee Guide Hardcover	2006	3rd	9-12	\$62.00
131091646	Masonry Level 2 Trainee Guide Paperback	2005	3rd	9-12	\$90.00
131091786	Plumbing Level 1 Trainee Guide Paperback	2005	3rd	9-12	\$62.00
132391295	Contren Connect Plumbing Level 1 Trainee with access code P	2005	3rd	9-12	\$87.00
131091832	Plumbing Level 2 Trainee Guide Paperback	2005	3rd	9-12	\$90.00
132391317	Contren Connect Plumbing Level 2 Trainee with access code P	2005	3rd	9-12	\$115.00
Heating Ventilation, AC, & Refrigeration:					
131091891	Core Curriculum Trainee Guide Hardcover	2004	3rd	9-12	\$49.00
132299933	Contren Connect Core Trainee with access code Package	2004	3rd	9-12	\$74.00

CAREER AND TECHNICAL EDUCATION, 2010-2016

BASAL AND SUPPLEMENTAL

136144160	HVAC Level 1 Trainee Guide Paperback	2008	3rd	9-12	\$62.00
131349228	Contren Connect HVAC Level 1 Trainee with access code Pac	2008	3rd	9-12	\$87.00
136143857	HVAC Level 2 Trainee Guide Paperback	2007	3rd	9-12	\$90.00
131349252	Contren Connect HVAC Level 2 Trainee with access code Pac	2007	3rd	9-12	\$115.00
	Welding				
131091891	Core Curriculum Trainee Guide Hardcover	2004	3rd	9-12	\$49.00
132299933	Contren Connect Core Trainee with access code Package	2004	3rd	9-12	\$74.00
	PEARSON EDUCATION/PRENTICE HALL				
	Technology Education: Learning by Design	2008	1st	6-9	
0133639894	Student Edition				\$54.97
0133639908	Annotated Teacher's Edition				\$74.97
0133639916	Student Activity Guide				\$10.97
	Health Science Fundamentals: Exploring Career Pathways	2009	1st	9-12	
0136059929	Student Edition				\$63.47
0135043069	Teacher's Wraparound Edition				\$74.97
13043727	Student Activity Guide				\$24.97
0135043484	Lab Activity Manual				\$19.97
	Anatomy Physiology & Disease: An Interactive Journey for Health Professionals	2009	1st	9-12	
0131359665	Student Edition				\$61.47
013135972X	Teacher's Manual				\$21.97
0131359673	Student Workbook				\$24.97
	Medical Terminology: A Living Language	2010	1st	9-12	
0131365541	Student Edition				\$54.97
0131365568	Teacher's Manual				\$21.97
0131365584	Student Workbook				\$24.97
	Automotive Technology: Principles, Diagnosis, and Service	2009	3rd	9-12	
137142153	Student Edition				\$67.97
131359258	Teacher's Wraparound Edition				\$74.97
132379449	NATEF Job Sheets				\$24.97
	RECOMMENDED SUPPLEMENTAL CAREER/TECHNICAL EDUCATION				
	CEV MULTIMEDIA, LTD.				
978-1603331050	Welding Pathway	2007	1st	9-12	1,835.00
978-1603331067	Building Trades Pathway	2007	1st	9-12	1,375.00
978-1603331043	Protective Services Pathway	2007	1st	9-12	1,463.00
978-1603330831	Welding Tactics MPU	2007	1st	9-12	\$936.00
978-1603331081	Tool Identification & Workplace Safety in Welding MPU	2007	1st	9-12	\$514.00
978-1603331074	Career Guidance & Management in Welding MPU	2007	1st	9-12	\$750.00
978-1603330107	Building Construction MPU	2007	1st	9-12	\$702.00
978-1603330824	Tool Identification & Workplace Safety in Building Trades MPU	2007	1st	9-12	\$514.00
978-1603330688	Planning Effective Construction MPU	2007	1st	9-12	\$356
978-1603330428	Electricity, Plumbing & HVAC MPU	2007	1st	9-12	\$727
978-1603330305	Career Guidance & Management in Building Trades MPU	2007	1st	9-12	\$750
978-1603330749	Principles of Law MPU	2007	1st	9-12	\$688
978-1603330565	Foundations of Protective Services MPU	2007	1st	9-12	\$468.00
978-1603330329	Career Guidance & Management in Protective Services MPU	2007	1st	9-12	\$500.00

CAREER AND TECHNICAL EDUCATION, 2010-2016
BASAL AND SUPPLEMENTAL

CENGAGE LEARNING					
Media Arts & Design					
				9-12	
9781418009380	Photography For The 21 st Century	2007	1st	9-12	\$52.50
9781418009397	E.Resource	2007	1st	9-12	\$82.75
9781401870690	Carpentry	2006	4th	9-12	\$89.50
9781401870706	Workbook	2006	4th	9-12	\$26.75
9781401870744	Instructor's Resource Guide	2006	4th	9-12	\$43.25
9781401870713	E.Resource	2006	4th	9-12	\$180.25
9781418001834	Residential Construction Academy: Carpentry	2008	2nd	9-12	\$62.50
9781418001872	DVD Set #1	2008	2nd	9-12	\$594.75
9781418001889	DVD Set #2	2008	2nd	9-12	\$594.75
9781428323643	Workbook	2008	2nd	9-12	\$19.75
9781418001841	Instructor's Guide	2008	2nd	9-12	\$21.75
9781418001858	E.Resource	2008	2nd	9-12	\$142.25
9781401848910	Residential Construction Academy: Plumbing	2005	1st	9-12	\$55.50
9781401848934	Video Set	2005	1st	9-12	\$700.00
9781401848941	Video #1	2005	1st	9-12	\$233.75
9781401848958	Video #2	2005	1st	9-12	\$233.75
9781401848965	Video #3	2005	1st	9-12	\$233.75
9781401848989	Video #4	2005	1st	9-12	\$233.75
9781428323704	Workbook/Lab Manual	2008	1st	9-12	\$25.00
9781401848996	CD Courseware	2005	1st	9-12	\$656.00
9781401848927	Instructor's Resource Guide	2005	1st	9-12	\$21.75
9781401849009	E.Resource	2005	1st	9-12	\$148.00
9781401812942	Residential Construction Academy: Electrical Principles: Basic Electrical Theory Video Set	2003	1st	9-12	\$55.50
9781401835859	4 Tape Video Set (Tape 1-4)	2003	1st	9-12	\$700.00
9781401835866	4 Tape Video Set (Tape 5-8)	2003	1st	9-12	\$700.00
9781401835927	CD #1 (contains contents of tape 1-4)	2003	1st	9-12	\$700.00
9781401835934	CD #2 (contains contents of tape 5-8)	2003	1st	9-12	\$700.00
9781428323711	Workbook/Lab Manual	2008	1st	9-12	\$25.00
9781401813314	Instructor's Resource Guide	2003	1st	9-12	\$21.75
9781401813321	E.Resource	2003	1st	9-12	\$142.25
9781428324015	Practical Problems In Mathematics For Electricians	2008	8th	9-12	\$37.25
9781428324022	E.Resource	2008	8th	9-12	\$22.50
9781401813314	Instructor's Resource Guide	2003	1st	9-12	\$21.75
9781401813321	E.Resource	2003	1st	9-12	\$142.25
9781418021009	National Testing CD	2005	1st	9-12	\$405.25
Trades					
				9-12	
9781401849016	Residential Construction Academy: HVAC (new edition out May, 2010)	2005	1st	9-12	\$55.50
9781401849047	Video Set	2005	1st	9-12	\$700.00
9781401849054	Video 1: The Science HVAC	2005	1st	9-12	\$194.25
9781401849078	Video 2: New System Installation	2005	1st	9-12	\$233.75
9781401849092	Video 3: Basic Electricity & Troubleshooting	2005	1st	9-12	\$233.75
9781401849108	Video 4: Introduction To Heating And Air Quality Control	2005	1st	9-12	\$233.75
9781401849115	CD Courseware	2005	1st	9-12	\$700.00
9781428323698	Workbook/Lab Manual	2008	1st	9-12	\$25.00
9781401849023	Instructor's Resource Guide	2005	1st	9-12	\$21.75
9781401849030	E.Resource	2005	1st	9-12	\$142.25

CAREER AND TECHNICAL EDUCATION, 2010-2016
BASAL AND SUPPLEMENTAL

GLENCOE/MCGRAW-HILL					
78655412	Wood Technology & Process	2006	4	9--12	\$43.98
GOODHEART-WILLCOX					
978-1-59070-484-4	Manufacturing and Automation Technology	2006	2nd	9-12	\$49.98
978-1-59070-485-1	Student Activity Manual	2006	2nd	9-12	\$12.00
978-1-59070-895-8	Modern Residential Wiring	2008	8th	9-12	\$49.98
978-1-59070-896-5	Student Workbook	2008	8th	9-12	\$15.00
THE LEARNING INTERNET, INC., dba "Learning.com"					
978-0-972-710183	EasyTech	2009	6th	K-12*	\$8.00/student
					/year
	* EasyTech is most appropriate for K-8; it can be used for remediation in grades 9-12.				
	Teachers editions are built into the product and are offered at no extra charge.				
PEARSON EDUCATION, PRENTICE HALL (Brady)					
136140599	First Responder	2009	8	9 -1 2	\$54.00
132447479	First Responder: Student Workbook	2009	8	9 -1 2	33.75
132440717	First Responder Text & Student Workbook Value Package	2009	8	9 -1 2	\$79.00
131720481	First Responder: A Skills Approach	2007	7	9 -1 2	\$54.00
131958119	First Responder: A Skills Approach Student Workbook	2007	7	9 -1 2	33.75
132342006	First Responder: A Skills Approach Text & Student Workbook \	2007	7	9 -1 2	\$79.00
PEARSON EDUCATION, PRENTICE HALL (CONTREN)					
131025740	Welding Level 1 Trainee Guide Paperback	2004	3rd	9-12	\$62.00
131025813	Welding Level 2 Trainee Guide Paperback	2003	3rd	9-12	\$90.00
NOT RECOMMENDED, CAREER AND TECHNICAL					
CENGAGE LEARNING, INC.					
9781418037536	Masonry Skills	2008	6th	9-12	\$95.00
9781418037574	Workbook	2008	6th	9-12	\$29.75
9781418037550	Instructor's Guide	2008	6th	9-12	\$33.50

RECOMMENDED LIST
FAMILY AND CONSUMER SCIENCE
(2010-2016)

ISBN OR CODE NO	TITLE	COPYRI DATE	EDITION	GRADE	WHOLESALE PRICE
CENGAGE LEARNING					
Economic Education For Consumers					
978-0538448888	Economic Education For Consumers	2010	4th	9-12	\$64.00
9780538446211	Economic Education For Consumers, Entrepreneurship: Ideas in Action, DVD	2010			
9780538441148	Economic Education for Consumers, Data Activities CD	2010			
978-0538448918	ExamView CD	2010	4th	9-12	\$130.00
9780538448628	Economic Education for Consumers, Family Financial Management, 8th Edition				
9870538448635	Economic Education for Consumers, Family Financial Management, 8th Edition, Instructor's Manual				
978-0538448963	Instructor's Resource Kit	2010	4th	9-12	\$325.00
978-0538448925	Instructor's Resource CD	2010	4th	9-12	\$130.00
978-0538448895	Instructor's Wraparound Edition	2010	4th	9-12	\$101.25
978-0538435864	Interactive Study Guide CD				
978-0538434485	Planning Tools CD				
978-0538448901	Work Book				
Cosmetology					
978-1418049355	Milady's Standard Cosmetology Textbook 2008 (HC)	2008	1st	9-12	\$78.75
978-1418049386	Standard Course Management Guide CD-ROM 2008	2008	1st	9-12	\$468.50
978-1418049393	Standard Cosmetology Instructor Support Slides 2008	2008	1st	9-12	\$137.50
978-1418049409	Standard Cosmetology Study Guide 2008	2008	1st	9-12	\$40.75
978-1418049416	Standard Cosmetology Theory Workbook 2008	2008	1st	9-12	\$33.75
978-1418049423	Standard Cosmetology Practical Workbook 2008	2008	1st	9-12	\$33.75
978-1418049430	Standard Cosmetology Exam Review 2008	2008	1st	9-12	\$25.00
978-1418049447	Standard Situational Problems For Cosmetology 2008	2008	1st	9-12	\$28.00
978-1418049461	Standard Cosmetology Student CD-ROM (School Version) 2008	2008	1st	9-12	\$842.00
978-1418049546	Standard Situational Problems/Cosmetology for Students-Spanish	2008	1st	9-12	\$36.50

RECOMMENDED LIST
FAMILY AND CONSUMER SCIENCE
(2010-2016)

978-1418049379	Standard Cosmetology Course Management Guide 2008	2008	1st	9-12	\$248.50
GLENCOE/MCGRAW-HILL					
0078884683	Discovering Life Skills	2010	5	6-8	41.67
0078884705	Student Activity Workbook				9.99
007888358X	Applying Life Skills			9	43.68
0078884608	Student Activity Workbook				9.99
0078806631	Food, Nutrition & Wellness			9-10	44.97
0078884241	Student Activity Workbook				9.99
0078883660	Food For Today			9-12	47.49
0078884519	Student Activity Workbook				9.99
0078883598	Culinary Essentials			9-12	48.87
007888442X	Lab Manual				12.00
0078767954	Clothing: Fashion, Fabrics, and Construction			10-12	47.97
0078767962	Student Activity Workbook				9.99
0078806623	Families Today			9-12	48.00
0078884160	Student Activity Workbook				9.99
0078883601	The Developing Child			9-12	45.48
0078884330	Student Activity Workbook				9.99
0078690579	Parenting Rewards & Responsibilities			10-12	42.47
0078690595	Student Activity Workbook				9.99
0078290139	Child & Adult Care Professionals			10-12	48.87
0078290155	Lab Manual				9.99
0078767806	Consumer Education and Economics			10-12	47.97
0078768722	Student Activity Workbook				9.99
0078744202	Homes & Interiors			10-12	46.98
GOODHEART-WILLCOX CO., INC.					
978-1-59070-677-0	Building Life Skills	2008	6th	6--8	\$46.98
978-1-59070-678-7	Teacher's Annotated Edition	2008	6th	6--8	\$56.25
978-1-59070-585-8	Children: The Early Years	2006	6th	9--12	\$44.49
978-1-59070-685-5	Clothes & Your Appearance	2008	9th	9--12	\$47.49
978-1-60525-131-8	Contemporary Living	2010	11th	9--12	\$48.00
978-1-60525-132-5	Interactive Student Text	2010	11th	9--12	\$48.00
	(Textbook on CD)			9--12	
978-1-60525-134-9	Teacher's Edition	2010	11th	9--12	\$69.96
978-1-60525-118-9	The Culinary Professional	2010	1st	9--12	\$49.98
978-1-60525-150-9	Guide to Good Food	2010	11th	9--12	\$47.49
978-1-60525-151-6	Interactive Student Text	2010	11th	9--12	\$47.49
	(Textbook on CD)			9--12	
978-1-60525-152-3	Teacher's Edition	2010	11th	9--12	\$69.96
978-1-59070-533-9	Housing Decisions	2006	9th	9--12	\$44.97
978-1-59070-527-8	Nutrition, Food, and Fitness	2006	3rd	9--12	\$43.47
978-1-59070-528-5	Teacher's Wraparound Edition	2006	3rd	9--12	\$61.50

RECOMMENDED LIST
FAMILY AND CONSUMER SCIENCE
(2010-2016)

978-1-59070-926-9	Parents and Their Children	2010	7 th	9--12	\$42.45
978-1-59070-927-6	Teacher's Edition	2010	7 th	9--12	\$63.00
978-1-59070-653-4	Principles of Food Science	2007	2 nd	9--12	\$49.98
978-1-59070-668-8	Skills for Living	2008	9 th	9--12	\$48.00
978-1-60525-131-8	Strengthening Family & Self	2010	5 th	9--12	\$49.98
978-1-60525-109-7	Interactive Student Text	2010	5 th	9--12	\$49.98
	(Textbook on CD)			9--12	
978-1-60525-111-0	Teacher's Edition	2010	5 th	9--12	\$69.96
978-1-59070-662-6	Teen Life!	2008	5 th	6--8	\$39.96
978-1-59070-663-3	Teacher's Annotated Edition	2008	5 th	6--8	\$56.25
978-1-59070-813-2	Working with Young Children	2008	6 th	9--12	\$49.98
978-1-59070-814-9	Teacher's Wraparound Edition	2008	6 th	9--12	\$67.50
PEARSON/PRENTICE HALL					
	Introduction to Culinary Arts	2007	1e	9-12	
0131171402	Student Edition				\$48.47
0131315579	Teacher's Resource Binder				\$103.97
0131315544	Student Lab Resources and Study Guide				\$24.97
0131315552	Laminate Recipe Cards				\$29.97
	Food & Nutrition For You	2010	1e	9-12	
0135087287	Student Edition				\$45.97
0135087295	Teacher's Wraparound Edition				\$74.97
0135095247	Student Activity Guide				\$19.97
	Fashion: From Concept to Consumer	2010	1e	9-12	
0137025203	Student Edition & Student Activity Guide Bundle				\$69.47
0135095565	Instructor's Resource CD				\$19.97
013509609X	Student Activity Guide				\$21.97
RECOMMENDED AS SUPPLEMENTAL					
CEV MULTIMEDIA, LTD					
9781603330923	Introduction to FCS Pathway	2007	1st	7-12	* 1,250.00
9781603337403	Consumer Economics & Management Pathway	2008	1st	9-12	1,600.00
9781603337397	Child Development Pathway	2008	1st	9-12	* 1,250.00
9781603337410	Food Production, Management & Hospitality Services	2008	1st	9-12	* 1,300.00
9781603337496	Textiles & Apparel Pathway	2008	1st	9-12	* 1,200.00
9781603337434	Interior/Environmental Design Pathway	2008	1st	9-12	* 1,192.00
9781603337465	Life & Career Management Pathway	2008	1st	9-12	* 1,250.00
9781603337489	Nutrition & Food Science Pathway	2008	1st	9-12	* 1,300.00
9781603330794	Skills for Living MPU	2007	1st	7-12	\$820.00
9781603330640	Personal & Family Development MPU	2007	1st	7-12	\$1,263.00
9781603330312	Career Guidance & Management in FCS MPU	2007	1st	7-12	\$570.00
9781603330374	Consumer Habits, Trends & Technology MPU	2007	1st	9-12	\$187.00
9781603330473	Financial & Future Planning MPU	2007	1st	9-12	\$434.00
9781603330602	Leadership & Personal Development MPU	2007	1st	9-12	\$748.00

RECOMMENDED LIST
FAMILY AND CONSUMER SCIENCE
(2010-2016)

9781603330442	Family Life MPU	2007	1st	9-12	\$342.00
9781603330275	Career Preparation: Human Services MPU	2007	1st	9-12	\$421.00
9781603330633	Parenting MPU	2007	1st	9-12	\$280.00
9781603330343	Child Care & Learning Environments MPU	2007	1st	9-12	\$668.00
9781603330350	Child Health & Safety MPU	2007	1st	9-12	\$530.00
9781603330398	Developmental Stages, Growth & Discipline MPU	2007	1st	9-12	\$772.00
9781603330404	Diversity & Special Needs MPU	2007	1st	9-12	\$507.00
9781603330244	Career Preparation: Education & Training MPU	2007	1st	9-12	\$343.00
9781603330558	Food Safety, Sanitation & Technology MPU	2007	1st	9-12	\$748.00
9781603330091	Basic Nutrition & Food Science MPU	2007	1st	9-12	\$1,042.00
9781603330503	Food Industries & Activities MPU	2007	1st	9-12	\$464.00
9781603330510	Food Planning, Services & Hospitality MPU	2007	1st	9-12	\$289.00
9781603330527	Food Processes & Operation MPU	2007	1st	9-12	\$234.00
9781603330268	Career Preparation: Hospitality & Tourism MPU	2007	1st	9-12	\$382.00
9781603330251	Career Preparation: Food Sciences MPU	2007	1st	9-12	\$150.00
9781603330060	Apparel & Textile Management MPU	2007	1st	9-12	\$586.00
9781603330459	Fashion Design Principles MPU	2007	1st	9-12	\$665.00
9781603330619	Merchandising , Buying & Selling MPU	2007	1st	9-12	\$369.00
9781603330381	Design Principles, Tools & Practices MPU	2007	1st	9-12	\$634.00
9781603330480	Floral Design, Arrangements & Principles MPU	2007	1st	9-12	\$327.00
9781603330572	Housing Design & Decisions MPU	2007	1st	9-12	\$470.00
9781603330497	Food Foundations & Scientific Practices MPU	2007	1st	9-12	\$295.00
CENGAGE LEARNING					
	Culinary/Hospitality/Travel & Tourism	2008	1st	9-12	
978-1401819859	Introduction To Successful Restaurant Management	2008	1st	9-12	\$54.25
9781401825140	(http://www.cengage.com/delmar/)	2008	1st	9-12	\$0.00
9781401828844	Instructor's Manual	2008	1st	9-12	\$13.50
GOODHEART-WILLCOX					
978-1-59070-784-5	Careers in Focus	2008	3 rd	9--12	\$47.97
978-1-59070-936-8	From School to Work	2009	8 th	9--12	\$52.50
978-1-59070-978-8	Interactive Student Text	2009	8 th	9--12	\$52.50
	(Textbook on CD)			9--12	
978-1-59070-937-5	Teacher's Edition	2009	8 th	9--12	\$67.50
978-1-59070-412-7	Goals for Living	2006	5 th	9--12	\$49.98
978-1-59070-412-7	Goals for Living	2006	5 th	9--12	\$49.98
978-1-59070-946-7	Learning for Earning	2009	6 th	6--8	\$47.97
978-1-59070-977-1	Interactive Student Text	2009	6 th	6--8	\$47.97
	(Textbook on CD)			6--8	
978-1-59070-947-4	Teacher's Edition	2009	6 th	6--8	\$67.50
PRACTICAL GUIDE PUBLISHING, LLC					
978-0977777129	That's What it Means; A Practical Guide to Everyday Finance Terms	2009	3 rd	9 to 12	\$14.95
PEARSON/PRENTICE HALL					
	Personal Financial Literacy	2010	1e	9-12	
0321547756	Student Edition with <i>MyFinancialLiteracyLab</i>				\$54.97
0136087906	Student Edition, Financial Responsibility and Decision Making				\$19.97

RECOMMENDED LIST
FAMILY AND CONSUMER SCIENCE
(2010-2016)

0136087914	Student Edition, Income and Careers				\$19.97
NOT RECOMMENDED FOR ADOPTION					
CENGAGE LEARNING					
978-1418049607	Standard Cosmetology-Spanish Edition 2008	2008	1st	9--12	\$93.00
GOODHEART-WILLCOX					
978-1-59070-679-4	Student Activity Guide	2008	6th	6--8	\$9.45
978-1-59070-785-2	Student Activity Guide	2008	3rd	9--12	\$12.00
978-1-59070-546-9	Teacher's Wraparound Edition	2006	9th	9--12	\$67.50
978-1-59070-547-6	Student Activity Guide	2006	6th	9--12	\$9.99
978-1-59070-686-2	Student Activity Guide	2008	95h	9--12	\$9.99
978-1-60525-133-2	Student Workbook	2010	11th	9--12	\$9.96
978-1-60525-135-6	Teacher's Annotated Workbook	2010	11th	9--12	\$33.00
978-1-60525-119-6	Lab Manual	2010	1st	9--12	\$15.00
978-1-60525-120-2	Study Guide	2010	1st	9--12	\$12.00
978-1-60525-121-9	Annotated Study Guide	2010	1st	9--12	\$33.00
978-1-59070-938-2	Student Workbook	2009	8th	9--12	\$12.75
978-1-59070-413-4	Student Activity Guide	2006	5th	9--12	\$12.00
978-1-60525-153-0	Student Workbook	2010	11th	9--12	\$9.99
978-1-60525-154-7	Teacher's Annotated Workbook	2010	11th	9--12	\$33.00
978-1-59070-535-3	Student Activity Guide	2006	9th	9--12	\$12.00
978-1-59070-948-1	Student Workbook	2009	6th	6--8	\$11.55
978-1-59070-529-2	Student Activity Guide	2006	3rd	9--12	\$9.96
978-1-59070-928-3	Student Activity Guide	2010	7 th	9--12	\$9.99
978-1-59070-654-1	Student Lab Manual / Study Guide	2007	2nd	9--12	\$13.50
978-1-59070-670-1	Student Activity Guide	2008	9th	9--12	\$12.00
978-1-60525-110-3	Student Workbook	2010	5th	9--12	\$10.98
978-1-60525-112-7	Teacher's Annotated Workbook	2010	5th	9--12	\$33.00
978-1-59070-664-0	Student Activity Guide	2008	5th	6--8	\$9.45
978-1-59070-815-6	Student Activity Guide	2008	6th	9--12	\$12.00
978-1-59070-817-0	The Observation Guide	2008	6th	9--12	\$15.99
978-1-59070-622-0	Working with Young Children (Spanish Edition)	2004	1st	9--12	\$46.50
978-1-59070-129-4	Student Activity Guide (English)	2004	5th	9--12	\$11.25
978-1-59070-130-0	The Observation Guide (English)	2004	5th	9--12	\$15.96

2009 STATE SELECTION COMMITTEES FOR INSTRUCTIONAL MATERIALS

SPECIAL EDUCATION

1	Sandy Crawley	Arkadelphia School District
2	Tom Hicks	ADE Special Education
3	Lisa Mangham	Springdale School District
4	Brenda McIntyre	Little Rock School District
5	Toni Rickett	Cabot School District
6	Pam St. John	Cave City School District
7	Debra Swink	Clinton School District

ART

1	Nancy Abernathy	McGehee School District
2	Virginia Hymes	Pine Bluff School District
3	Sue Anne McCoy	Forrest City School District
4	Cynthia Mosley	Crossett School District
5	Cathy Porter	Arkansas School for the Blind
6	Barbara Rhodes	North Little Rock School District
7	Sandy Wheaton	Newport School District

MUSIC

1	Angula Davis	El Dorado School District
2	Brittany Jarnagan	West Memphis School District
3	Kathy Robison	Newport School District
4	Dr. I.J. Routen	Little Rock School District
5	Dustin Summey	Russellville School District

AGRICULTURE

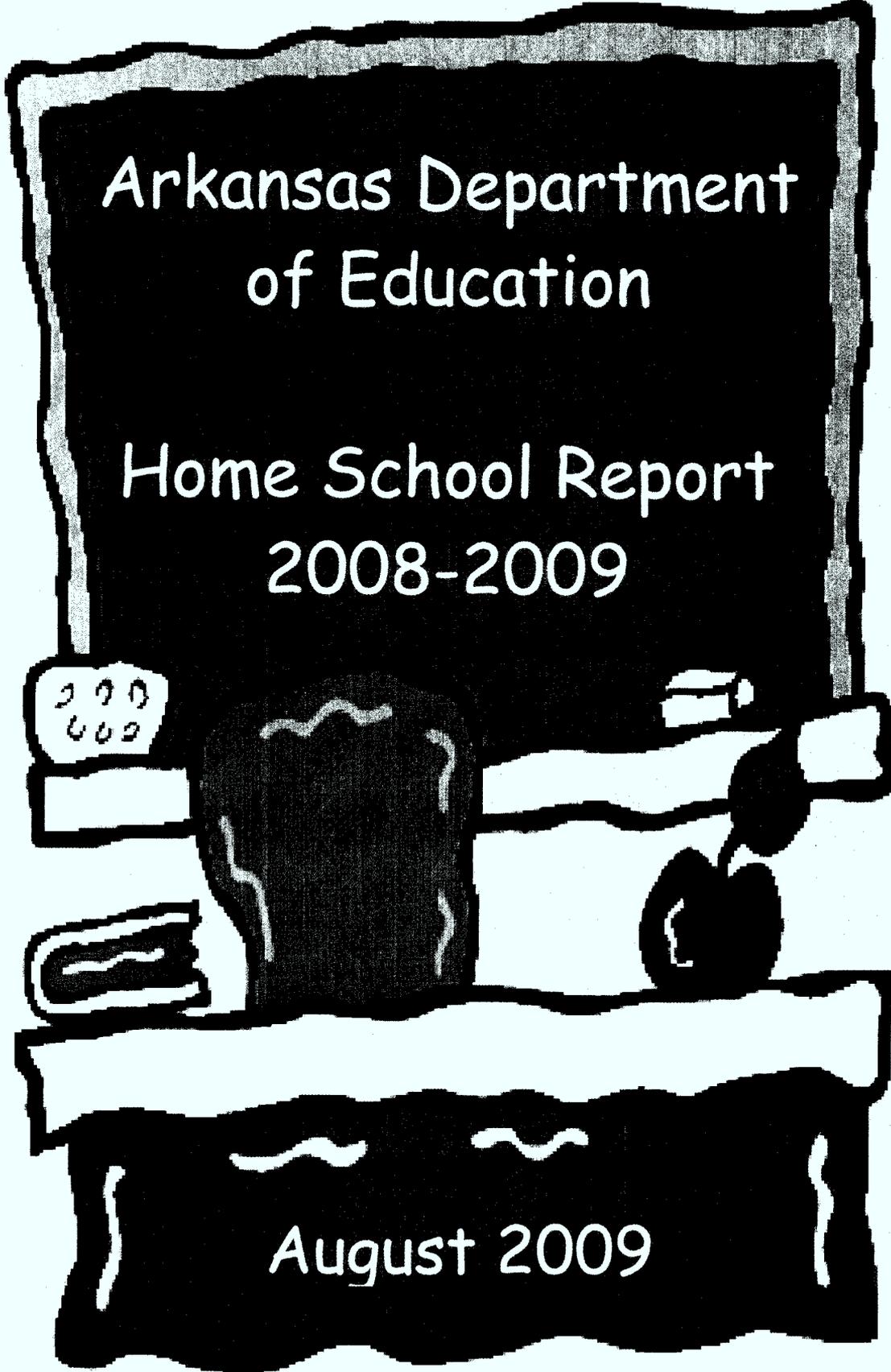
1	Mike Collins	Mena School District
2	Anthony Sanders	Wynne School District
3	Mike Vines	Sheridan School District
4	Jerry Yates	Wonderview School District

CAREERS AND TECHNOLOGY

1	Michael Bowles	Rogers School District
2	Roy Coulter	Hot Springs School District
3	Sherry Moore	Northeast Arkansas Cooperative
4	Dr. Larry Moser	SouthArk Career Center
5	Terry Starky	Southern Arkansas University-- Tech
6	Emanuel Vance	Clarendon School District

FAMILY AND CONSUMER SCIENCE

1	Leanne Bradley	Cave City School District
2	Shirley Billings	North Little Rock School District
3	Kim Fowler	Mountain Home School District
4	Lois Hunter-Wesson	Delight School District
5	Delta Johnson	Norfolk School District
6	Sheila Sartin	Hamburg School District

A stylized, high-contrast illustration of a desk and chalkboard. The chalkboard is the central focus, with a white border and a dark interior. Below it is a white desk with a dark chair. On the desk, there is a stack of books on the left, a dark apple on the right, and a small white card with the numbers '200' and '669' on the left. The entire scene is rendered in a simple, graphic style with black outlines and flat colors.

Arkansas Department
of Education

Home School Report
2008-2009

August 2009

Table of Contents

Introduction	1
Data Sources.....	2
Arkansas Code Annotated § 6-15-501 through § 6-15-508 Home School Law	3
Arkansas Department of Education Rules and Regulations..... Governing Home Schools	7
Students Withdrawn from Home School.....	12
Home School Student Count by County.....	13
Home School Student Count by District	14
Home School Student Count by Grade Level	17
Home School Enrollments by Grade and Gender	18
Home School Student Count by County, District and Grade	19
Home School Enrollment Chart 1985-2009.....	33
Arkansas County Map..... Home School Student Enrollment by County	34
State Summary of Home School Stanford 9 Test Scores Grades 5, 7, and 10	35
Home School and Public Comparison ITBS 2005.....	41
Home School and Public Comparison ITBS 2006.....	42
Home School and Public Comparison ITBS 2007.....	43
Home School and Public Comparison ITBS 2008.....	44
Home School and Public Comparison ITBS 2009.....	45
Notice of Intent to Home School Form..... Revised May 2009 (English version)	46
Home School Waiver Form.....	48
Notice of Intent to Home School Form..... Revised May 2009 (Spanish)	49
Home School Waiver Form.....	51

Introduction

In order to promote collaboration between home school parents, public schools, and the Arkansas Department of Education (ADE), a Home School Office has been established and staffed at the ADE.

Questions or requests for assistance should be directed to:

Home School Office
Four Capitol Mall – Room 105C
Little Rock, AR 72201
(501) 682-1874

<http://arkansased.org/>

http://arkansased.org/schools/schools_home.html

Data Sources

Parents or legal guardians who choose to provide a home school for their children are required by law to submit current year Notice of Intent to Home School and Waiver forms to the superintendent of their local school district each year within the established deadlines. Meeting this annual requirement maintains legal home school status for the parents or legal guardians.

School districts are required to submit a copy of each form to the Arkansas Department of Education (ADE) for statistical and testing purposes. This report comprises data submitted by the 245 school districts in Arkansas. The accuracy, completeness and timeliness of the data are reliant upon the parents/guardians' compliance with legislation and the school districts' submissions of the information to the ADE.

Estimates of grade level completed are based on date of birth when incomplete information was submitted regarding grade level.

ARKANSAS CODE ANNOTATED
§ 6-15-501 through § 6-15-508
Current through the Regular Session
of the 86th General Assembly
(2007)
Home School Law

6-15-501. Definition.

As used in this subchapter “home school” means a school provided by a parent or legal guardian for his or her own children.

History. Acts 1985(1st Ex. Sess.), No. 40, 2; 1985(1st Ex. Sess.), No. 42, 2; A.S.A. 1947, 80-1503.5.

6-15-502. Rules, regulations, and procedures for monitoring and enforcing provisions.

(a) The provisions of § 6-18-201(a) shall be self-executing, and the State Board of Education shall have no authority to promulgate rules, regulations, or guidelines for the enforcement or administration thereof.

(b) The board is empowered to make such reasonable rules and regulations required for the proper administration of this subchapter which are not inconsistent with the intent of this subchapter.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 7; 1985 (1st Ex. Sess.), No. 42, § 7; A.S.A. 1947, § 80-1503.10; Acts 1995, No. 1296, § 15; 1997, No. 400, § 1.

6-15-503. Prerequisites to home schooling.

(a)(1) Parents or guardians desiring to provide a home school for their children must give written notice to the superintendent of their local school district of their intent to provide a home school for their children and sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time that the parents choose to home school:

(A) At the beginning of each school year but no later than August 15; or

(B) By December 15 for parents who decide to start home schooling at the beginning of the spring semester; or

(C) Subject to the provisions of subsection (d) of this section, fourteen (14) calendar days prior to withdrawing the children from the local school district and at the beginning of each school year thereafter. The superintendent or the local school board may waive the fourteen-day waiting period.

(2) Within thirty (30) calendar days of establishing residency within the district, parents or guardians moving into the school district during the school year must give written notice to the superintendent of their local school district of their intent to provide a home school for their children and sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time that the parents choose to home school.

(3) The notice must include:

(A) The name, date of birth, grade level, and the name and address of the school last attended, if any, of each student involved;

(B) The location of the home school;

(C) The basic core curriculum to be offered;

(D) The proposed schedule of instruction; and

(E) The qualifications of the parent-teacher.

(4) Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.

(b) This information may be used only for statistical purposes and test administration.

(c) Each local school district shall report the statistical data required by this section to the Department of Education each year.

(d)(1) No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive unexcused absences.

(2) Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:

(A) The superintendent or local school board chooses to allow the child to enroll in a home school;

(B) The disciplinary action against the student has been completed or the school semester has ended, whichever occurs first; or

(C) The student has been expelled.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 3; 1985 (1st Ex. Sess.), No. 42, § 3; A.S.A. 1947, § 80-1503.6; Acts 1987, No. 260, § 1; 1995, No. 522, § 1; 1997, No. 400, § 2; 1999, No. 1117, §§ 1, 2.

6-15-504. Home-schooled students - Achievement tests - Enrollment or reenrollment in local schools.

(a) Each student enrolled in a home school program who is considered to be at grade level or no more than two (2) years beyond the normal age for the appropriate grade for which the state mandates norm-referenced tests for public school students shall be tested using a nationally recognized norm-referenced achievement test selected by the State Board of Education.

(b)(1)(A) The administration of the tests required of home-schooled students shall be by the directors of the education service cooperatives established under § 6-13-1001 et seq. or as otherwise designated by the Department of Education.

(B) For the purposes of this section, the superintendents of the Little Rock School District, North Little Rock School District, and Pulaski County Special School District shall act in lieu of an education service cooperative director.

(2) The directors of the education service cooperatives shall establish a common set of procedures approved by the Director of the Department of Education for the proper administration of the tests required by this section.

(3) The administration shall include purchasing the test materials, giving the tests, scoring and interpreting the tests, and reporting test results.

(c) The cost of testing required by this section shall be the responsibility of the department when the tests are administered by the directors of the education service cooperatives or other department designees.

(d)(1) Alternate testing procedures may be approved by the director of an education service cooperative after consultation with the parents of a home-schooled student.

(2) However, any costs associated with an alternate testing procedure shall be the responsibility of the parents.

(e)(1)(A) Any student who refuses to participate in the testing program or the alternate testing program required by this section has not met the statutory prerequisites for home schooling and, as any other student, shall be subject to the applicable Arkansas laws regarding truancy.

(B) After a student corrects any refusal to participate in the testing program or the alternate testing program as determined by the department and required by this subsection, the student shall be restored to home school status after his or her parent or guardian has complied with all requirements of § 6-15-503.

(2) This subsection shall not be applicable to any parent who can present written acknowledgement that the child has been enrolled in a public, private, or parochial school within thirty (30) days of the administration of the state-mandated achievement test.

(f)(1) Each local school district may assess any home-schooled student who enrolls or reenrolls in the district in order to determine proper educational placement.

(2) Among other means of assessment, the local school district shall utilize the norm-referenced test approved by the board to assess the student and shall determine placement in the appropriate grade level as indicated by the test results.

(g) Any home-schooled student who enrolls or reenrolls in a local school district must attend classes for at least nine (9) months immediately before graduation before the student can become eligible to receive a high school diploma from the district.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 4; 1985 (1st Ex. Sess.), No. 42, § 4; A.S.A. 1947, § 80-1503.7; Acts 1995, No. 522, § 2; 1997, No. 400, § 3; 1999, No. 1117, § 3; 2003, No. 1793, § 1.

6-15-505. [Repealed.]

Repealed.

6-15-506. [Repealed.]

Repealed.

6-15-507. Ineligibility of home schools for local, state, or federal funds.

(a)(1) Home schools authorized by this subchapter are not entitled to local, state, or federal funds allocated to a public school district.

(2) For purposes of this section, eligible children with disabilities identified under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., in home school settings shall be given the same consideration afforded to students in private school settings for special education services as provided for in that act.

(b) School districts providing services to home school students shall be eligible for local, state, or federal funds allocated or approved for such services.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 8; 1985 (1st Ex. Sess.), No. 42, § 8; A.S.A. 1947, § 80-1503.11; Acts 1997, No. 400, § 6; 2003, No. 1793, § 2.

6-15-508. Home schooling prohibited if a sex offender resides in the home.

(a) No child may be home schooled if any person residing in the home with the child is required to register under the Sex and Child Offender Registration Act of 1997, § 12-12-901 et seq.

(b) Upon petition to the sentencing court from the child's parent or guardian, the sentencing court may enter a written order specifically waiving the restriction in subsection (a) of this section.

(c) This section shall not apply if the child to be home schooled is the person registered under the Sex and Child Offender Registration Act of 1997, § 12-12-901 et seq.

History. Acts 2001, No. 1787, § 1.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING HOME SCHOOLS**

August 2007

1.00 REGULATORY AUTHORITY

- 1.01 These regulations shall be known as Arkansas Department of Education Rules Governing Home Schools.
- 1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-501 et seq., 25-15-201 et seq., and Act 824 of 2007.

2.00 PURPOSE

It is the purpose of these regulations to set reasonable guidelines for the operation of Home Schools.

3.00 DEFINITIONS

For the purpose of these rules and regulations:

- 3.01 A "home school" is a school provided by a parent or legal guardian for his or her own child.
- 3.02 A "testing window" is an established testing calendar as determined by the Arkansas Department of Education.
- 3.03 "Alternate testing procedures" refers to any testing date(s) and/or location(s) within the testing window and approved by the education service cooperatives and Pulaski County school districts for home school students.
- 3.04 "A norm-referenced test (NRT)" is any testing instrument required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the performance of the achievement of students who comprise the norming or standardization group for a particular commercial instrument.
- 3.05 An "individualized education program (IEP)" is a written record of decisions reached between parent/guardian and school personnel jointly describing the educational program for a child with a disability.
- 3.06 "Current school year" is the official period of time for pupil/teacher interaction within the school district policy which follows the requirements in Ark. Code Ann. § 6-10-106 (Repl. 1993) (Uniform dates for beginning and ending a school year).

4.00 GENERAL

- 4.01 Under Arkansas law children between the ages of five (5) and seventeen (17) on or before September 15 of that year, in accordance with Ark. Code Ann. § 6-18-201 (Supp. 1997), as amended by Act 570 of 1999 must attend school.
- 4.02 A parent/guardian who intends to home school a child in accordance with Ark. Code Ann. § 6-18-201 [as amended] must enroll the child in a home school at the beginning of each school year but no later than August 15 for the fall semester, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing. The superintendent or local school board may waive the fourteen (14) day waiting period.
- 4.03 No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy including, but not limited to, excessive unexcused absences. Exceptions to this requirement are outlined in Section 4.04.
- 4.04 Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:
 - 4.04.1 The superintendent or local school board chooses to allow the child to enroll in a home school;
 - 4.04.2 The disciplinary action against the student has been completed or at the end of a school semester, whichever occurs first; or
 - 4.04.3 The student has been expelled.
- 4.05 Parent/guardian may elect for a child, who will not be kindergarten age in accordance with Ark. Code Ann. § 6-18-201, [as amended], not to attend kindergarten by filing a Kindergarten Waiver form with the local school district office.
- 4.06 Home school students who enroll in a public, private or parochial school during the time they are home schooling cannot re-enter home schooling until new Notice of Intent and Waiver forms are completed and returned to the local school district.
- 4.07 Home school students who are in the required grade levels for which the state mandates norm-referenced testing and who are no more than two (2) years beyond the normal age for the required grade levels must take a standardized norm-referenced test as identified by the Arkansas Department of Education, and the results will be used for reporting purposes only.

- 4.08 Any student who refuses to participate in the required testing program shall be subject to the applicable Arkansas laws regarding truancy. This Section shall not be applicable to any parent that can present written acknowledgement that their child has been enrolled in a public, private or parochial school within thirty (30) days of the administration of the state-mandated tests.
- 4.09 Books, curricula or materials are not required to be furnished by the Arkansas Department of Education, local school district or education service cooperative. It is the responsibility of the parent/guardian to purchase all books, curricula or materials that they use in home schooling.

5.00 NOTICE OF INTENT

- 5.01 Parents or Guardians who plan to home school must file written notice by completing and returning the printed current year Notice of Intent and Waiver forms to the public school superintendent's office of their local school district by August 15 for the beginning of each school year, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing the child from the local school district during the school year. Parents or guardians must sign a waiver acknowledging that the State of Arkansas is not liable for the education of their child(ren) during the time that parent chooses to home school. The Notice of Intent and Waiver forms are valid for the entire school year if filed at the beginning of the school year or for the remainder of the school year if filed during the school year. There are no exceptions to these filing requirements except as outlined in 5.02.
- 5.02 Parents or guardians moving into a school district during the school year must file the current year printed Notice of Intent and Waiver forms with their local public school superintendent's office within thirty (30) calendar days of establishing residency within the district.
- 5.03 The required Notice of Intent and Waiver forms must be the printed current year forms obtained from your local superintendent's office and must include the following information for reporting and test administration purposes only:
 - 5.03.1 The name, date of birth and grade level of each child and the name and address of the public, private, home school or parochial school last attended, if any, for each student.
 - 5.03.2 The location of the home school (mailing address).
 - 5.03.3 A brief description of the basic core curriculum to be used and the subjects to be taught.
 - 5.03.4 Schedule of instruction to be followed (hours per day; days per week; number of weeks).

5.03.5 The education qualifications of the parent/guardian/teacher(s).

5.03.6 Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.

6.00 TESTING REQUIRED – ACHIEVEMENT TESTS

6.01 Test administration of home school students shall be under the direction of the education service cooperatives and the Pulaski County school districts. Achievement testing will be held during the testing window identified by the Arkansas Department of Education.

6.02 The education service cooperatives and Pulaski County school districts will ensure that all test materials are secure before testing, between and following test administration and provide the Arkansas Department of Education, for approval by the Director, with a common set of procedures for test administration of home school students in the required grade levels. These common set of procedures must include security measures to ensure that appropriate testing conditions and protocol have been followed as specified in the test administration materials.

6.03 Each student enrolled in home school who is considered to be in the required grades or no more than two (2) years beyond the age appropriate grade will be tested by using the State identified norm-referenced achievement test.

6.04 Parents/guardians or groups of home school parents/guardians requesting alternate testing procedures, protocols, locations and/or timeframe must be submitted in writing three (3) weeks prior to the testing window to the education service cooperatives or the Pulaski County school districts and testing must remain within the State identified testing dates. If approved, alternate testing procedure costs, other than the testing materials, shall be the responsibility of the parent/guardian.

6.05 Alternate testing procedures and protocol will be arranged by the education service cooperatives and Pulaski County school districts.

6.06 Requests from parent/guardian whose child(ren) cannot test on Saturdays due to religious reasons will be accommodated. Parent/guardians must indicate in the appropriate section at the time they file their Notice of Intent that their child(ren) cannot test on Saturdays due to religious reasons.

7.00 TEST RESULTS

Test results for home school students will be used for reporting purposes only. The parent/guardian will receive the individual student profile. The Arkansas Department of Education will receive the administrative summaries. The administrative summaries will not contain personally identifiable information.

8.00 TRANSFER OF STUDENTS

- 8.01 Students transferring from a home school to a school which is accredited by the Arkansas Department of Education shall be evaluated by the staff of the accredited school to determine proper placement. As part of the ongoing assessment process, a State identified norm-referenced achievement test shall be one of the instruments utilized.
- 8.02 Home Schools are not accredited by the Arkansas Department of Education. There are no grades, credits, transcripts or diploma provided by the Arkansas Department of Education, education service cooperative or by the local school district for students enrolled in home school.
- 8.03 Any home school student who re-enters a local school district must attend classes for at least nine (9) months immediately prior to graduation before the student can become eligible to receive a high school diploma from the local school district.

9.00 STUDENTS WITH DISABILITIES

- 9.01 By way of these regulations, it shall be the policy of the State Board of Education that school districts provide a genuine opportunity (see 34 C.F.R. Sec. 76.651(a)) to students who are home-schooled with disabilities, as defined in state regulations, to access special education and related services from the district where they reside. This policy is not to be construed as conferring the procedural protections and rights under Part B of the Individuals with Disabilities Education Act (IDEA) to such students and their parent/guardians.
- 9.02 Each student with disabilities in the required grades who participates in the norm-referenced testing program shall, upon notification in the application for testing, be eligible for any or all modifications allowed by the test procedures. The use of such modifications will be approved by the educational services cooperative director or his designee.

10.00 DRIVER'S PERMIT/LICENSE

A student enrolled in a home school shall present proof of home schooling in the form of a notarized copy of the Notice of Intent along with an application for an instructional permit or driver's license. The parent/guardian has the responsibility of providing the notarized copy.

**Students Withdrawn from Home School
2008-2009**

16,760	Students Enrolled in Home School
- 699	*Students Withdrawn for Reasons Unknown
<hr/>	
16,061	Final Enrollment for 2008-2009

*The accuracy, completeness and timeliness of the number of students withdrawn are reliant upon the individual notification by home school parents/legal guardians and school districts that a student is no longer enrolled in home school.

Arkansas Home School Student Count by County

School Year 2008-2009

State Total: 16,061

<i>County</i>	<i>Number of Students</i>	<i>County</i>	<i>Number of Students</i>
ARKANSAS	62	LITTLE RIVER	52
ASHLEY	51	LOGAN	106
BAXTER	306	LONOKE	413
BENTON	1,741	MADISON	220
BOONE	304	MARION	113
BRADLEY	44	MILLER	137
CALHOUN	18	MISSISSIPPI	119
CARROLL	216	MONROE	40
CHICOT	21	MONTGOMERY	64
CLARK	91	NEVADA	42
CLAY	70	NEWTON	108
CLEBURNE	198	OUACHITA	95
CLEVELAND	37	PERRY	97
COLUMBIA	90	PHILLIPS	44
CONWAY	96	PIKE	109
CRAIGHEAD	460	POINSETT	85
CRAWFORD	456	POLK	258
CRITTENDEN	132	POPE	319
CROSS	77	PRAIRIE	45
DALLAS	7	PULASKI	1,770
DESHA	38	RANDOLPH	70
DREW	62	SALINE	444
FAULKNER	810	SCOTT	46
FRANKLIN	159	SEARCY	142
FULTON	79	SEBASTIAN	538
GARLAND	487	SEVIER	63
GRANT	186	SHARP	159
GREENE	205	ST FRANCIS	94
HEMPSTEAD	72	STONE	155
HOT SPRING	212	UNION	126
HOWARD	34	VAN BUREN	150
INDEPENDENCE	192	WASHINGTON	1,137
IZARD	65	WHITE	723
JACKSON	43	WOODRUFF	33
JEFFERSON	289	YELL	97
JOHNSON	199		
LAFAYETTE	24		
LAWRENCE	102		
LEE	15		
LINCOLN	98		

Arkansas Home School Student Count by District

School Year 2008-2009

State Total: 16,061

<i>District</i>	<i>Number of Students</i>	<i>District</i>	<i>Number of Students</i>
ALMA SCHOOL DISTRICT	121	COTTER SCHOOL DISTRICT	51
ALPENA SCHOOL DISTRICT	21	COUNTY LINE SCHOOL DISTRICT	31
ARKADELPHIA SCHOOL DISTRICT	81	CROSS COUNTY SCHOOL DISTRICT	32
ARMOREL SCHOOL DISTRICT	9	CROSSETT SCHOOL DISTRICT	38
ASHDOWN SCHOOL DISTRICT	31	CUSHMAN SCHOOL DISTRICT	9
ATKINS SCHOOL DISTRICT	27	CUTTER-MORNING STAR SCH. DIST.	42
AUGUSTA SCHOOL DISTRICT	12	DANVILLE SCHOOL DISTRICT	5
BALD KNOB SCHOOL DISTRICT	58	DARDANELLE SCHOOL DISTRICT	51
BARTON-LEXA SCHOOL DISTRICT	5	DECATUR SCHOOL DISTRICT	12
BATESVILLE SCHOOL DISTRICT	69	DEER/MT. JUDEA SCHOOL DISTRICT	13
BAUXITE SCHOOL DISTRICT	33	DELIGHT SCHOOL DISTRICT	6
BAY SCHOOL DISTRICT	14	DEQUEEN SCHOOL DISTRICT	50
BEARDEN SCHOOL DISTRICT	4	DERMOTT SCHOOL DISTRICT	3
BEEBE SCHOOL DISTRICT	180	DES ARC SCHOOL DISTRICT	27
BENTON SCHOOL DISTRICT	110	DEWITT SCHOOL DISTRICT	37
BENTONVILLE SCHOOL DISTRICT	656	DIERKS SCHOOL DISTRICT	7
BERGMAN SCHOOL DISTRICT	47	DOLLARWAY SCHOOL DISTRICT	16
BERRYVILLE SCHOOL DISTRICT	110	DOVER SCHOOL DISTRICT	55
BISMARCK SCHOOL DISTRICT	45	DREW CENTRAL SCHOOL DISTRICT	26
BLEVINS SCHOOL DISTRICT	12	DUMAS SCHOOL DISTRICT	19
BLYTHEVILLE SCHOOL DISTRICT	18	EARLE SCHOOL DISTRICT	15
BOONEVILLE SCHOOL DISTRICT	56	EAST END SCHOOL DISTRICT	44
BRADFORD SCHOOL DISTRICT	20	EAST POINSETT CO. SCHOOL DIST.	16
BRADLEY SCHOOL DISTRICT	8	EL DORADO SCHOOL DISTRICT	76
BRINKLEY SCHOOL DISTRICT	27	ELKINS SCHOOL DISTRICT	36
BROOKLAND SCHOOL DISTRICT	67	EMERSON-TAYLOR SCHOOL DISTRI	5
BRYANT SCHOOL DISTRICT	264	ENGLAND SCHOOL DISTRICT	27
BUFFALO IS. CENTRAL SCH. DIST.	17	EUREKA SPRINGS SCHOOL DISTRICT	45
CABOT SCHOOL DISTRICT	295	FARMINGTON SCHOOL DISTRICT	96
CADDO HILLS SCHOOL DISTRICT	25	FAYETTEVILLE SCHOOL DISTRICT	261
CALICO ROCK SCHOOL DISTRICT	18	FLIPPIN SCHOOL DISTRICT	46
CAMDEN FAIRVIEW SCHOOL DIST.	71	FORDYCE SCHOOL DISTRICT	7
CARLISLE SCHOOL DISTRICT	28	FOREMAN SCHOOL DISTRICT	21
CAVE CITY SCHOOL DISTRICT	62	FORREST CITY SCHOOL DISTRICT	72
CEDAR RIDGE SCHOOL DISTRICT	35	FORT SMITH SCHOOL DISTRICT	360
CEDARVILLE SCHOOL DISTRICT	45	FOUKE SCHOOL DISTRICT	30
CENTERPOINT SCHOOL DISTRICT	60	FOUNTAIN LAKE SCHOOL DISTRICT	61
CHARLESTON SCHOOL DISTRICT	27	GENOA CENTRAL SCHOOL DISTRICT	19
CLARENDON SCHOOL DISTRICT	13	GENTRY SCHOOL DISTRICT	65
CLARKSVILLE SCHOOL DISTRICT	87	GLEN ROSE SCHOOL DISTRICT	43
CLEVELAND COUNTY SCHOOL DIST.	23	GOSNELL SCHOOL DISTRICT	10
CLINTON SCHOOL DISTRICT	83	GRAVETTE SCHOOL DISTRICT	152
CONCORD SCHOOL DISTRICT	37	GREEN FOREST SCHOOL DISTRICT	61
CONWAY SCHOOL DISTRICT	434	GREENBRIER SCHOOL DISTRICT	135
CORNING SCHOOL DISTRICT	34	GREENE CO. TECH SCHOOL DIST.	98

<i>District</i>	<i>Number of Students</i>	<i>District</i>	<i>Number of Students</i>
GREENLAND SCHOOL DISTRICT	63	MAMMOTH SPRING SCHOOL DISTRI	11
GREENWOOD SCHOOL DISTRICT	92	MANILA SCHOOL DISTRICT	41
GURDON SCHOOL DISTRICT	10	MANSFIELD SCHOOL DISTRICT	26
GUY-PERKINS SCHOOL DISTRICT	39	MARION SCHOOL DISTRICT	66
HACKETT SCHOOL DISTRICT	2	MARKED TREE SCHOOL DISTRICT	8
HAMBURG SCHOOL DISTRICT	13	MARMADUKE SCHOOL DISTRICT	17
HAMPTON SCHOOL DISTRICT	18	MARVELL SCHOOL DISTRICT	19
HARMONY GROVE SCHOOL DISTRICT	37	MAYFLOWER SCHOOL DISTRICT	45
HARMONY GROVE SCHOOL DISTRICT	13	MAYNARD SCHOOL DISTRICT	15
HARRISBURG SCHOOL DISTRICT	15	MCCRORY SCHOOL DISTRICT	21
HARRISON SCHOOL DISTRICT	153	MCGEHEE SCHOOL DISTRICT	19
HARTFORD SCHOOL DISTRICT	10	MELBOURNE SCHOOL DISTRICT	14
HAZEN SCHOOL DISTRICT	18	MENA SCHOOL DISTRICT	153
HEBER SPRINGS SCHOOL DISTRICT	98	MIDLAND SCHOOL DISTRICT	32
HECTOR SCHOOL DISTRICT	32	MINERAL SPRINGS SCHOOL DIST.	4
HELENA/ W.HELENA SCHOOL DIST.	20	MONTICELLO SCHOOL DISTRICT	36
HERMITAGE SCHOOL DISTRICT	11	MOUNT IDA SCHOOL DISTRICT	39
HIGHLAND SCHOOL DISTRICT	71	MOUNTAIN HOME SCHOOL DISTRICT	235
HILLCREST SCHOOL DISTRICT	31	MOUNTAIN PINE SCHOOL DISTRICT	9
HOPE SCHOOL DISTRICT	53	MOUNTAIN VIEW SCHOOL DISTRICT	155
HORATIO SCHOOL DISTRICT	13	MOUNTAINBURG SCHOOL DISTRICT	53
HOT SPRINGS SCHOOL DISTRICT	146	MT. VERNON/ENOLA SCHOOL DIST.	29
HOXIE SCHOOL DISTRICT	31	MULBERRY SCHOOL DISTRICT	35
HUGHES SCHOOL DISTRICT	10	MURFREESBORO SCHOOL DISTRICT	31
HUNTSVILLE SCHOOL DISTRICT	220	N. LITTLE ROCK SCHOOL DISTRICT	167
IZARD CO. CONS. SCHOOL DIST.	33	NASHVILLE SCHOOL DISTRICT	23
JACKSON CO. SCHOOL DISTRICT	19	NEMO VISTA SCHOOL DISTRICT	16
JASPER SCHOOL DISTRICT	95	NETTLETON SCHOOL DISTRICT	91
JESSIEVILLE SCHOOL DISTRICT	32	NEVADA SCHOOL DISTRICT	29
JONESBORO SCHOOL DISTRICT	152	NEWPORT SCHOOL DISTRICT	24
JUNCTION CITY SCHOOL DISTRICT	15	NORFORK SCHOOL DISTRICT	20
KIRBY SCHOOL DISTRICT	12	NORPHLET SCHOOL DISTRICT	17
LAFAYETTE COUNTY SCHOOL DISTRICT	16	OMAHA SCHOOL DISTRICT	22
LAKE HAMILTON SCHOOL DISTRICT	131	OSCEOLA SCHOOL DISTRICT	21
LAKESIDE SCHOOL DISTRICT	66	OUACHITA RIVER SCHOOL DISTRICT	64
LAKESIDE SCHOOL DISTRICT	18	OUACHITA SCHOOL DISTRICT	11
LAMAR SCHOOL DISTRICT	72	OZARK MOUNTAIN SCHOOL DISTRICT	56
LAVACA SCHOOL DISTRICT	48	OZARK SCHOOL DISTRICT	101
LAWRENCE COUNTY SCHOOL DIST	25	PALESTINE-WHEATLEY SCH. DIST.	12
LEAD HILL SCHOOL DISTRICT	12	PANGBURN SCHOOL DISTRICT	38
LEE COUNTY SCHOOL DISTRICT	15	PARAGOULD SCHOOL DISTRICT	90
LINCOLN SCHOOL DISTRICT	56	PARIS SCHOOL DISTRICT	18
LITTLE ROCK SCHOOL DISTRICT	562	PARKERS CHAPEL SCHOOL DIST.	2
LONOKE SCHOOL DISTRICT	63	PEA RIDGE SCHOOL DISTRICT	90
MAGAZINE SCHOOL DISTRICT	21	PERRYVILLE SCHOOL DISTRICT	53
MAGNET COVE SCHOOL DIST.	24	PIGGOTT SCHOOL DISTRICT	28
MAGNOLIA SCHOOL DISTRICT	85	PINE BLUFF SCHOOL DISTRICT	50
MALVERN SCHOOL DISTRICT	89	POCAHONTAS SCHOOL DISTRICT	55

<i>District</i>	<i>Number of Students</i>	<i>District</i>	<i>Number of Students</i>
POTTSVILLE SCHOOL DISTRICT	48	WEST SIDE SCHOOL DISTRICT	16
POYEN SCHOOL DISTRICT	8	WESTERN YELL CO. SCHOOL DIST.	9
PRAIRIE GROVE SCHOOL DISTRICT	94	WESTSIDE CONS. SCHOOL DISTRICT	60
PRESCOTT SCHOOL DISTRICT	13	WESTSIDE SCHOOL DISTRICT	40
PULASKI CO. SPEC. SCHOOL DIST.	1041	WHITE CO. CENTRAL SCHOOL DIST.	29
QUITMAN SCHOOL DISTRICT	47	WHITE HALL SCHOOL DISTRICT	154
RECTOR SCHOOL DISTRICT	8	WICKES SCHOOL DISTRICT	26
RIVERSIDE SCHOOL DISTRICT	16	WONDERVIEW SCHOOL DISTRICT	14
RIVERVIEW SCHOOL DISTRICT	82	WOODLAWN SCHOOL DISTRICT	14
ROGERS SCHOOL DISTRICT	546	WYNNE SCHOOL DISTRICT	45
ROSE BUD SCHOOL DISTRICT	41	YELLVILLE-SUMMIT SCHOOL DIST.	67
RUSSELLVILLE SCHOOL DISTRICT	157		
SALEM SCHOOL DISTRICT	43		
SCRANTON SCHOOL DISTRICT	11		
SEARCY COUNTY SCHOOL DISTRICT	86		
SEARCY SCHOOL DISTRICT	275		
SHERIDAN SCHOOL DISTRICT	178		
SHIRLEY SCHOOL DISTRICT	40		
SILOAM SPRINGS SCHOOL DISTRICT	220		
SLOAN-HENDRIX SCHOOL DIST.	15		
SMACKOVER SCHOOL DISTRICT	6		
SO. CONWAY CO. SCHOOL DISTRICT	66		
SO. MISS. COUNTY SCHOOL DIST.	20		
SOUTH SIDE SCHOOL DISTRICT	27		
SOUTHSIDE SCHOOL DISTRICT	47		
SPRING HILL SCHOOL DISTRICT	7		
SPRINGDALE SCHOOL DISTRICT	465		
STAR CITY SCHOOL DISTRICT	98		
STEPHENS SCHOOL DISTRICT	7		
STRONG-HUTTIG SCHOOL DISTRICT	10		
STUTTGART SCHOOL DISTRICT	25		
TEXARKANA SCHOOL DISTRICT	88		
TRUMANN SCHOOL DISTRICT	43		
TURRELL SCHOOL DISTRICT	1		
TWIN RIVERS SCHOOL DISTRICT	26		
TWO RIVERS SCHOOL DISTRICT	32		
VALLEY SPRINGS SCHOOL DISTRICT	49		
VALLEY VIEW SCHOOL DISTRICT	43		
VAN BUREN SCHOOL DISTRICT	202		
VAN COVE SCHOOL DISTRICT	15		
VILONIA SCHOOL DISTRICT	128		
VIOLA SCHOOL DISTRICT	25		
WALDRON SCHOOL DISTRICT	46		
WARREN SCHOOL DISTRICT	33		
WATSON CHAPEL SCHOOL DISTRICT	69		
WEINER SCHOOL DISTRICT	3		
WEST FORK SCHOOL DISTRICT	66		
WEST MEMPHIS SCHOOL DISTRICT	50		

***Arkansas Home School Student Count by Grade Level
School Year 2008-2009***

<i>Kindergarten:</i>	948
<i>First Grade:</i>	1,042
<i>Second Grade:</i>	1,133
<i>Third Grade:</i>	1,108
<i>Fourth Grade:</i>	1,120
<i>Fifth Grade:</i>	1,150
<i>Sixth Grade:</i>	1,156
<i>Seventh Grade:</i>	1,217
<i>Eighth Grade:</i>	1,203
<i>Ninth Grade:</i>	1,424
<i>Tenth Grade:</i>	1,835
<i>Eleventh Grade:</i>	1,701
<i>Twelfth Grade:</i>	1,024
<i>Statewide Total:</i>	<hr/> 16,061

Home School Enrollments by Grade and Gender

School Year 2008-2009

	<u>Males</u>	<u>Females</u>
<i>Kindergarten</i>	496	452
<i>First</i>	533	509
<i>Second</i>	582	551
<i>Third</i>	573	535
<i>Fourth</i>	581	539
<i>Fifth</i>	586	564
<i>Sixth</i>	564	592
<i>Seventh</i>	626	591
<i>Eighth</i>	606	597
<i>Ninth</i>	690	734
<i>Tenth</i>	946	889
<i>Eleventh</i>	827	874
<i>Twelfth</i>	494	530
<i>Totals by Gender</i>	8,104	7,957
 <i>Grand Total</i>	 16,061	

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
ARKANSAS															
0101	DEWITT SCHOOL DISTRICT	0	2	1	2	3	2	2	3	3	3	6	8	2	37
0104	STUTTGART SCHOOL DISTRICT	1	0	2	1	0	1	2	2	3	1	6	4	2	25
	ARKANSAS TOTALS	1	2	3	3	3	3	4	5	6	4	12	12	4	62
ASHLEY															
0201	CROSSETT SCHOOL DISTRICT	3	0	3	1	6	0	1	5	2	3	9	3	2	38
0203	HAMBURG SCHOOL DISTRICT	3	2	0	0	0	1	0	1	2	0	3	1	0	13
	ASHLEY TOTALS	6	2	3	1	6	1	1	6	4	3	12	4	2	51
BAXTER															
0302	COTTER SCHOOL DISTRICT	2	2	2	2	4	2	4	5	1	11	5	9	2	51
0303	MOUNTAIN HOME SCHOOL DISTRICT	13	13	15	20	17	21	22	10	25	18	20	24	17	235
0304	NORFORK SCHOOL DISTRICT	1	3	1	0	3	1	2	1	2	2	2	2	0	20
	BAXTER TOTALS	16	18	18	22	24	24	28	16	28	31	27	35	19	306
BENTON															
0401	BENTONVILLE SCHOOL DISTRICT	56	68	43	49	50	51	41	44	38	42	68	66	40	656
0402	DECATUR SCHOOL DISTRICT	2	0	0	2	1	3	0	0	0	2	1	0	1	12
0403	GENTRY SCHOOL DISTRICT	5	2	5	8	7	4	3	9	5	2	7	8	0	65
0404	GRAVETTE SCHOOL DISTRICT	9	10	9	13	8	8	12	14	8	18	12	22	9	152
0405	ROGERS SCHOOL DISTRICT	29	35	47	37	47	46	40	39	37	44	55	48	42	546
0406	SILOAM SPRINGS SCHOOL DISTRICT	29	20	18	22	15	17	18	14	14	14	15	11	13	220
0407	PEA RIDGE SCHOOL DISTRICT	4	4	5	6	5	7	6	4	8	13	19	6	3	90
	BENTON TOTALS	134	139	127	137	133	136	120	124	110	135	177	161	108	1741
BOONE															
0501	ALPENA SCHOOL DISTRICT	0	3	3	1	2	1	2	1	1	1	4	1	1	21
0502	BERGMAN SCHOOL DISTRICT	1	1	2	2	2	1	2	2	4	4	12	10	4	47
0503	HARRISON SCHOOL DISTRICT	8	19	5	11	11	18	5	3	21	18	20	7	7	153
0504	OMAHA SCHOOL DISTRICT	2	1	2	2	0	3	0	1	3	3	3	2	0	22
0505	VALLEY SPRINGS SCHOOL DISTRICT	1	1	11	3	6	4	5	4	6	1	3	3	1	49
0506	LEAD HILL SCHOOL DISTRICT	0	0	0	0	0	1	1	3	2	1	1	2	1	12
	BOONE TOTALS	12	25	23	19	21	28	15	14	37	28	43	25	14	304

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
BRADLEY															
0601	HERMITAGE SCHOOL DISTRICT	0	0	3	1	0	0	0	2	0	1	1	2	1	11
0602	WARREN SCHOOL DISTRICT	2	1	2	1	4	5	2	4	4	2	2	4	0	33
	BRADLEY TOTALS	2	1	5	2	4	5	2	6	4	3	3	6	1	44
CALHOUN															
0701	HAMPTON SCHOOL DISTRICT	1	2	1	2	1	2	2	0	0	2	3	2	0	18
	CALHOUN TOTALS	1	2	1	2	1	2	2	0	0	2	3	2	0	18
CARROLL															
0801	BERRYVILLE SCHOOL DISTRICT	7	8	7	9	8	9	13	5	8	16	11	7	2	110
0802	EUREKA SPRINGS SCHOOL DISTRICT	1	3	0	3	1	3	5	3	5	3	7	7	4	45
0803	GREEN FOREST SCHOOL DISTRICT	4	2	6	3	8	4	1	3	6	9	3	5	7	61
	CARROLL TOTALS	12	13	13	15	17	16	19	11	19	28	21	19	13	216
CHICOT															
0901	DERMOTT SCHOOL DISTRICT	0	0	0	1	0	0	1	1	0	0	0	0	0	3
0903	LAKESIDE SCHOOL DISTRICT	2	1	2	1	1	3	0	2	0	1	1	0	4	18
	CHICOT TOTALS	2	1	2	2	1	3	1	3	0	1	1	0	4	21
CLARK															
1002	ARKADELPHIA SCHOOL DISTRICT	7	4	2	7	10	4	8	6	5	5	10	10	3	81
1003	GURDON SCHOOL DISTRICT	0	1	0	1	2	0	1	1	0	2	2	0	0	10
	CLARK TOTALS	7	5	2	8	12	4	9	7	5	7	12	10	3	91
CLAY															
1101	CORNING SCHOOL DISTRICT	3	2	7	2	1	2	2	1	0	4	2	2	6	34
1104	PIGGOTT SCHOOL DISTRICT	0	1	0	0	1	4	2	1	5	2	7	4	1	28
1106	RECTOR SCHOOL DISTRICT	0	1	0	1	0	1	0	0	1	0	1	3	0	8
	CLAY TOTALS	3	4	7	3	2	7	4	2	6	6	10	9	7	70

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
CLEBURNE															
1201	CONCORD SCHOOL DISTRICT	1	1	3	2	2	3	2	3	4	4	3	4	5	37
1202	HEBER SPRINGS SCHOOL DISTRICT	4	8	10	7	6	8	5	3	9	10	10	12	6	98
1203	QUITMAN SCHOOL DISTRICT	2	2	3	4	5	3	3	5	3	6	3	2	6	47
1204	WEST SIDE SCHOOL DISTRICT	1	2	0	3	0	0	1	2	2	1	1	2	1	16
	CLEBURNE TOTALS	8	13	16	16	13	14	11	13	18	21	17	20	18	198
CLEVELAND															
1304	WOODLAWN SCHOOL DISTRICT	0	2	0	1	0	3	1	0	2	3	0	2	0	14
1305	CLEVELAND COUNTY SCHOOL DIST.	2	1	0	2	1	4	1	0	1	2	3	6	0	23
	CLEVELAND TOTALS	2	3	0	3	1	7	2	0	3	5	3	8	0	37
COLUMBIA															
1402	MAGNOLIA SCHOOL DISTRICT	4	7	4	6	9	6	6	7	6	5	11	12	2	85
1408	EMERSON-TAYLOR SCHOOL DISTRICT	1	1	0	0	0	1	0	1	1	0	0	0	0	5
	COLUMBIA TOTALS	5	8	4	6	9	7	6	8	7	5	11	12	2	90
CONWAY															
1503	NEMO VISTA SCHOOL DISTRICT	1	0	1	0	0	0	1	1	0	2	1	5	4	16
1505	WONDERVIEW SCHOOL DISTRICT	1	0	1	0	0	0	1	0	1	3	2	2	3	14
1507	SO. CONWAY CO. SCHOOL DISTRICT	7	6	0	5	5	4	3	6	4	7	8	8	3	66
	CONWAY TOTALS	9	6	2	5	5	4	5	7	5	12	11	15	10	96
CRAIGHEAD															
1601	BAY SCHOOL DISTRICT	1	3	1	0	2	0	0	0	2	1	1	2	1	14
1602	WESTSIDE CONS. SCHOOL DISTRICT	1	4	5	4	6	7	5	5	3	6	5	7	2	60
1603	BROOKLAND SCHOOL DISTRICT	3	1	5	7	2	9	6	5	4	10	5	3	7	67
1605	BUFFALO IS. CENTRAL SCH. DIST.	0	0	1	1	1	0	2	0	1	3	3	2	3	17
1608	JONESBORO SCHOOL DISTRICT	3	10	6	10	11	19	14	16	6	14	13	17	13	152
1611	NETTLETON SCHOOL DISTRICT	7	5	3	8	1	4	7	10	3	6	17	14	6	91
1612	VALLEY VIEW SCHOOL DISTRICT	2	5	1	8	5	7	1	4	3	3	2	1	1	43
1613	RIVERSIDE SCHOOL DISTRICT	0	1	0	3	0	1	1	0	0	4	4	2	0	16
	CRAIGHEAD TOTALS	17	29	22	41	28	47	36	40	22	47	50	48	33	460

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
CRAWFORD															
1701	ALMA SCHOOL DISTRICT	5	10	3	14	5	11	8	10	7	12	17	13	6	121
1702	CEDARVILLE SCHOOL DISTRICT	0	4	2	3	4	3	5	1	2	6	4	7	4	45
1703	MOUNTAINBURG SCHOOL DISTRICT	1	4	1	3	2	1	2	2	4	7	9	9	8	53
1704	MULBERRY SCHOOL DISTRICT	3	2	2	1	1	3	1	3	3	4	5	4	3	35
1705	VAN BUREN SCHOOL DISTRICT	7	12	15	6	8	11	4	14	7	12	37	51	18	202
	CRAWFORD TOTALS	16	32	23	27	20	29	20	30	23	41	72	84	39	456
CRITTENDEN															
1802	EARLE SCHOOL DISTRICT	1	1	3	1	1	1	3	2	1	1	0	0	0	15
1803	WEST MEMPHIS SCHOOL DISTRICT	6	3	4	3	3	6	3	2	5	5	4	4	2	50
1804	MARION SCHOOL DISTRICT	7	4	6	5	0	5	4	2	7	1	15	4	6	66
1805	TURRELL SCHOOL DISTRICT	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	CRITTENDEN TOTALS	14	8	13	9	4	12	10	6	13	7	19	9	8	132
CROSS															
1901	CROSS COUNTY SCHOOL DISTRICT	1	3	2	1	3	3	1	1	2	4	3	6	2	32
1905	WYNNE SCHOOL DISTRICT	5	3	2	4	4	6	1	4	1	2	5	4	4	45
	CROSS TOTALS	6	6	4	5	7	9	2	5	3	6	8	10	6	77
DALLAS															
2002	FORDYCE SCHOOL DISTRICT	0	0	1	1	0	0	1	1	0	1	2	0	0	7
	DALLAS TOTALS	0	0	1	1	0	0	1	1	0	1	2	0	0	7
DESHA															
2104	DUMAS SCHOOL DISTRICT	1	0	0	0	2	1	3	1	1	6	1	3	0	19
2105	MCGEHEE SCHOOL DISTRICT	0	0	2	1	3	0	4	0	1	0	5	2	1	19
	DESHA TOTALS	1	0	2	1	5	1	7	1	2	6	6	5	1	38
DREW															
2202	DREW CENTRAL SCHOOL DISTRICT	3	3	3	1	3	0	5	1	3	1	1	1	1	26
2203	MONTICELLO SCHOOL DISTRICT	3	0	2	4	2	8	1	5	2	1	2	3	3	36
	DREW TOTALS	6	3	5	5	5	8	6	6	5	2	3	4	4	62

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
FAULKNER															
2301	CONWAY SCHOOL DISTRICT	29	31	48	30	36	35	18	35	25	34	35	48	30	434
2303	GREENBRIER SCHOOL DISTRICT	6	9	11	3	12	11	12	20	8	10	12	11	10	135
2304	GUY-PERKINS SCHOOL DISTRICT	2	4	6	2	2	5	2	3	1	2	3	1	6	39
2305	MAYFLOWER SCHOOL DISTRICT	6	5	4	2	2	3	2	0	3	3	3	9	3	45
2306	MT. VERNON/ENOLA SCHOOL DIST.	2	1	2	3	2	0	3	3	4	2	4	2	1	29
2307	VILONIA SCHOOL DISTRICT	3	4	5	9	8	10	10	9	12	13	21	14	10	128
	FAULKNER TOTALS	48	54	76	49	62	64	47	70	53	64	78	85	60	810
FRANKLIN															
2402	CHARLESTON SCHOOL DISTRICT	0	0	2	5	1	3	2	5	2	0	4	2	1	27
2403	COUNTY LINE SCHOOL DISTRICT	0	2	2	2	3	2	3	2	2	3	5	4	1	31
2404	OZARK SCHOOL DISTRICT	3	4	9	4	8	6	11	6	6	6	11	20	7	101
	FRANKLIN TOTALS	3	6	13	11	12	11	16	13	10	9	20	26	9	159
FULTON															
2501	MAMMOTH SPRING SCHOOL DISTRICT	3	1	0	0	0	0	0	2	0	1	1	3	0	11
2502	SALEM SCHOOL DISTRICT	1	3	3	2	3	2	2	2	4	1	12	6	2	43
2503	VIOLA SCHOOL DISTRICT	1	1	2	4	3	2	1	3	1	2	1	3	1	25
	FULTON TOTALS	5	5	5	6	6	4	3	7	5	4	14	12	3	79
GARLAND															
2601	CUTTER-MORNING STAR SCH. DIST.	2	4	5	2	2	3	7	0	4	2	5	3	3	42
2602	FOUNTAIN LAKE SCHOOL DISTRICT	2	0	4	3	3	3	1	6	8	6	11	8	6	61
2603	HOT SPRINGS SCHOOL DISTRICT	8	7	8	10	10	10	12	16	8	18	20	11	8	146
2604	JESSIEVILLE SCHOOL DISTRICT	1	2	1	2	2	3	0	6	5	3	3	4	0	32
2605	LAKE HAMILTON SCHOOL DISTRICT	5	8	10	6	8	15	12	6	14	9	18	13	7	131
2606	LAKESIDE SCHOOL DISTRICT	1	0	7	2	6	5	5	6	10	9	4	8	3	66
2607	MOUNTAIN PINE SCHOOL DISTRICT	1	0	0	1	1	0	1	1	0	1	1	0	2	9
	GARLAND TOTALS	20	21	35	26	32	39	38	41	49	48	62	47	29	487
GRANT															
2703	POYEN SCHOOL DISTRICT	0	0	1	1	0	1	0	0	0	3	1	1	0	8
2705	SHERIDAN SCHOOL DISTRICT	11	13	17	14	9	10	13	13	7	14	25	28	4	178
	GRANT TOTALS	11	13	18	15	9	11	13	13	7	17	26	29	4	186

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
GREENE															
2803	MARMADUKE SCHOOL DISTRICT	0	2	0	0	2	1	1	1	0	0	6	2	2	17
2807	GREENE CO. TECH SCHOOL DIST.	4	4	3	3	7	5	11	7	9	6	15	16	8	98
2808	PARAGOULD SCHOOL DISTRICT	5	2	8	4	3	7	3	6	6	7	19	16	4	90
	GREENE TOTALS	9	8	11	7	12	13	15	14	15	13	40	34	14	205
HEMPSTEAD															
2901	BLEVINS SCHOOL DISTRICT	1	0	0	2	0	0	0	1	0	2	3	3	0	12
2903	HOPE SCHOOL DISTRICT	1	3	1	6	8	1	2	3	7	7	3	5	6	53
2906	SPRING HILL SCHOOL DISTRICT	0	0	0	0	0	1	0	0	1	2	0	2	1	7
	HEMPSTEAD TOTALS	2	3	1	8	8	2	2	4	8	11	6	10	7	72
HOT SPRING															
3001	BISMARCK SCHOOL DISTRICT	2	2	2	6	4	2	6	3	4	5	4	2	3	45
3002	GLEN ROSE SCHOOL DISTRICT	2	4	2	1	5	3	4	6	3	2	6	3	2	43
3003	MAGNET COVE SCHOOL DIST.	0	1	0	3	1	2	1	5	5	1	2	2	1	24
3004	MALVERN SCHOOL DISTRICT	3	4	6	4	5	9	4	8	5	13	12	11	5	89
3005	OJACHITA SCHOOL DISTRICT	0	0	1	0	3	1	1	1	0	0	2	2	0	11
	HOT SPRING TOTALS	7	11	11	14	18	17	16	23	17	21	26	20	11	212
HOWARD															
3102	DIERKS SCHOOL DISTRICT	1	1	0	0	0	0	0	1	0	0	1	2	1	7
3104	MINERAL SPRINGS SCHOOL DIST.	0	0	1	2	0	0	0	1	0	0	0	0	0	4
3105	NASHVILLE SCHOOL DISTRICT	1	3	3	1	0	2	1	3	4	2	2	0	1	23
	HOWARD TOTALS	2	4	4	3	0	2	1	5	4	2	3	2	2	34
INDEPENDENCE															
3201	BATESVILLE SCHOOL DISTRICT	4	8	7	7	3	9	1	3	6	7	8	5	1	69
3203	CUSHMAN SCHOOL DISTRICT	1	0	1	1	1	0	1	0	0	1	2	1	0	9
3209	SOUTHSIDE SCHOOL DISTRICT	2	3	3	0	1	2	3	1	2	7	9	7	7	47
3211	MIDLAND SCHOOL DISTRICT	1	2	4	4	3	2	0	1	4	6	3	2	0	32
3212	CEDAR RIDGE SCHOOL DISTRICT	1	2	5	2	1	0	2	2	1	1	0	12	6	35
	INDEPENDENCE TOTALS	9	15	20	14	9	13	7	7	13	22	22	27	14	192

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
IZARD															
3301	CALICO ROCK SCHOOL DISTRICT	1	1	2	1	1	2	2	3	0	1	1	2	1	18
3302	MELBOURNE SCHOOL DISTRICT	1	0	1	2	0	1	0	0	3	1	2	2	1	14
3306	IZARD CO. CONS. SCHOOL DIST.	1	4	1	0	2	0	4	4	2	4	6	4	1	33
	IZARD TOTALS	3	5	4	3	3	3	6	7	5	6	9	8	3	65
JACKSON															
3403	NEWPORT SCHOOL DISTRICT	1	1	1	0	2	0	1	4	3	1	4	6	0	24
3405	JACKSON CO. SCHOOL DISTRICT	2	0	0	0	1	3	3	0	2	1	3	2	2	19
	JACKSON TOTALS	3	1	1	0	3	3	4	4	5	2	7	8	2	43
JEFFERSON															
3502	DOLLARWAY SCHOOL DISTRICT	0	2	3	1	1	2	1	2	1	1	1	1	0	16
3505	PINE BLUFF SCHOOL DISTRICT	2	1	4	4	5	2	5	4	1	7	6	7	2	50
3509	WATSON CHAPEL SCHOOL DISTRICT	9	0	6	2	3	5	2	2	6	11	8	12	3	69
3510	WHITE HALL SCHOOL DISTRICT	9	11	23	13	15	15	17	9	14	8	7	10	3	154
	JEFFERSON TOTALS	20	14	36	20	24	24	25	17	22	27	22	30	8	289
JOHNSON															
3601	CLARKSVILLE SCHOOL DISTRICT	3	2	3	2	6	1	9	8	6	10	17	13	7	87
3604	LAMAR SCHOOL DISTRICT	3	2	5	2	6	5	3	5	2	14	6	14	5	72
3606	WESTSIDE SCHOOL DISTRICT	3	0	2	0	1	3	4	3	3	4	5	11	1	40
	JOHNSON TOTALS	9	4	10	4	13	9	16	16	11	28	28	38	13	199
LAFAYETTE															
3701	BRADLEY SCHOOL DISTRICT	2	0	1	1	1	0	0	0	0	2	1	0	0	8
3704	LAFAYETTE COUNTY SCHOOL DISTRI	1	0	1	0	1	0	1	2	2	0	1	5	2	16
	LAFAYETTE TOTALS	3	0	2	1	2	0	1	2	2	2	2	5	2	24
LAWRENCE															
3804	HOXIE SCHOOL DISTRICT	0	1	0	2	1	3	1	3	0	5	3	7	5	31
3806	SLOAN-HENDRIX SCHOOL DIST.	2	1	3	1	2	0	1	1	0	1	1	1	1	15
3809	HILLCREST SCHOOL DISTRICT	2	3	1	2	2	6	3	1	1	1	6	2	1	31
3810	LAWRENCE COUNTY SCHOOL DISTRI	1	3	1	0	2	1	2	1	2	3	2	4	3	25
	LAWRENCE TOTALS	5	8	5	5	7	10	7	6	3	10	12	14	10	102

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kind	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total	
LEE	3904 LEE COUNTY SCHOOL DISTRICT	1	2	0	1	2	2	1	1	3	1	0	1	0	15	
	LEE TOTALS	1	2	0	1	2	2	1	1	3	1	0	1	0	15	
LINCOLN	4003 STAR CITY SCHOOL DISTRICT	7	6	6	10	3	7	9	8	5	12	13	10	2	98	
	LINCOLN TOTALS	7	6	6	10	3	7	9	8	5	12	13	10	2	98	
LITTLE RIVER	4101 ASHDOWN SCHOOL DISTRICT	4	0	3	1	1	3	2	2	2	0	5	7	1	31	
	4102 FOREMAN SCHOOL DISTRICT	1	2	0	2	0	2	3	2	1	3	2	0	3	21	
	LITTLE RIVER TOTALS	5	2	3	3	1	5	5	4	3	3	7	7	4	52	
	LOGAN	4201 BOONEVILLE SCHOOL DISTRICT	5	2	3	3	5	5	7	2	2	3	9	8	2	56
	4202 MAGAZINE SCHOOL DISTRICT	3	1	1	0	4	1	0	0	1	3	4	2	1	21	
4203 PARIS SCHOOL DISTRICT	0	0	1	0	2	0	1	3	3	1	3	3	4	0	18	
4204 SCRANTON SCHOOL DISTRICT	2	0	1	0	0	0	1	1	1	2	0	1	1	2	11	
LOGAN TOTALS	10	3	6	3	11	6	9	9	6	6	9	17	15	5	106	
LONOKE	4301 LONOKE SCHOOL DISTRICT	3	2	4	1	7	2	7	4	7	6	11	7	2	63	
	4302 ENGLAND SCHOOL DISTRICT	1	0	0	6	0	2	3	1	2	4	5	1	2	27	
	4303 CARLISLE SCHOOL DISTRICT	3	1	1	1	3	0	4	2	8	2	3	0	0	28	
	4304 CABOT SCHOOL DISTRICT	15	20	32	18	19	16	21	20	16	38	27	28	25	295	
	LONOKE TOTALS	22	23	37	26	29	20	35	27	33	50	46	36	29	413	
MADISON	4401 HUNTSVILLE SCHOOL DISTRICT	10	11	12	17	19	25	16	23	12	23	16	21	15	220	
	MADISON TOTALS	10	11	12	17	19	25	16	23	12	23	16	21	15	220	
MARION	4501 FLIPPIN SCHOOL DISTRICT	4	4	3	3	3	1	2	4	2	7	5	5	3	46	
	4502 YELLVILLE-SUMMIT SCHOOL DIST.	5	8	5	1	4	9	9	3	4	4	6	7	2	67	
	MARION TOTALS	9	12	8	4	7	10	11	7	7	6	11	12	5	113	

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
MILLER															
4602	GENOA CENTRAL SCHOOL DISTRICT	0	1	4	0	3	3	2	0	1	2	0	2	1	19
4603	FOUKE SCHOOL DISTRICT	2	2	1	2	1	4	2	3	1	1	7	1	3	30
4605	TEXARKANA SCHOOL DISTRICT	4	3	4	9	4	3	10	7	8	6	15	8	7	88
	MILLER TOTALS	6	6	9	11	8	10	14	10	10	9	22	11	11	137
MISSISSIPPI															
4701	ARMOREL SCHOOL DISTRICT	0	0	2	0	1	0	0	2	0	2	1	1	0	9
4702	BLYTHEVILLE SCHOOL DISTRICT	3	1	0	1	2	1	1	0	1	2	1	3	2	18
4706	SO. MISS. COUNTY SCHOOL DIST.	4	1	5	0	0	2	1	0	2	3	1	1	0	20
4708	GOSNELL SCHOOL DISTRICT	0	2	1	1	1	1	1	0	1	0	1	1	0	10
4712	MANILA SCHOOL DISTRICT	2	1	1	2	1	1	3	3	3	5	9	5	5	41
4713	OSCEOLA SCHOOL DISTRICT	2	1	1	1	0	1	3	2	3	2	2	1	2	21
	MISSISSIPPI TOTALS	11	6	10	5	5	6	9	7	10	14	15	12	9	119
MONROE															
4801	BRINKLEY SCHOOL DISTRICT	0	1	0	0	2	2	2	3	3	0	5	6	3	27
4802	CLARENDON SCHOOL DISTRICT	1	0	0	1	0	2	1	1	0	2	2	3	0	13
	MONROE TOTALS	1	1	0	1	2	4	3	4	3	2	7	9	3	40
MONTGOMERY															
4901	CADDO HILLS SCHOOL DISTRICT	1	0	1	1	2	1	4	1	4	3	3	2	2	25
4902	MOUNT IDA SCHOOL DISTRICT	3	5	2	2	1	1	2	2	5	4	2	7	3	39
	MONTGOMERY TOTALS	4	5	3	3	3	2	6	3	9	7	5	9	5	64
NEVADA															
5006	PRESCOTT SCHOOL DISTRICT	1	2	1	1	0	0	0	1	1	0	3	2	1	13
5008	NEVADA SCHOOL DISTRICT	1	2	4	4	4	3	2	1	3	2	2	0	1	29
	NEVADA TOTALS	2	4	5	5	4	3	2	2	4	2	5	2	2	42
NEWTON															
5102	JASPER SCHOOL DISTRICT	10	10	11	6	5	2	4	16	5	5	8	6	7	95
5106	DEER/MT. JUDEA SCHOOL DISTRICT	2	0	1	1	0	1	2	1	1	1	1	1	1	13
	NEWTON TOTALS	12	10	12	7	5	3	6	17	6	6	9	7	8	108

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
OUACHITA															
5201	BEARDEN SCHOOL DISTRICT	0	0	0	0	0	0	0	1	0	2	1	0	0	4
5204	CAMDEN FAIRVIEW SCHOOL DIST.	8	10	7	6	6	4	8	2	4	7	3	4	2	71
5205	HARMONY GROVE SCHOOL DISTRICT	1	0	2	2	1	0	0	2	0	0	3	1	1	13
5206	STEPHENS SCHOOL DISTRICT	0	0	0	0	1	1	1	0	1	1	1	1	0	7
	OUACHITA TOTALS	9	10	9	8	8	5	9	5	5	10	8	6	3	95
PERRY															
5301	EAST END SCHOOL DISTRICT	1	3	5	1	6	0	2	2	2	6	7	6	3	44
5303	PERRYVILLE SCHOOL DISTRICT	2	2	1	3	6	2	3	4	5	2	11	7	5	53
	PERRY TOTALS	3	5	6	4	12	2	5	6	7	8	18	13	8	97
PHILLIPS															
5401	BARTON-LEXA SCHOOL DISTRICT	1	0	0	1	0	0	0	0	0	1	1	0	1	5
5403	HELENA/W.HELENA SCHOOL DIST.	0	2	0	0	1	0	3	2	1	1	5	2	3	20
5404	MARVELL SCHOOL DISTRICT	1	1	1	2	3	1	2	0	1	0	1	4	2	19
	PHILLIPS TOTALS	2	3	1	3	4	1	5	2	2	2	7	6	6	44
PIKE															
5501	DELIGHT SCHOOL DISTRICT	0	1	2	0	0	0	0	0	1	2	0	0	0	6
5502	CENTERPOINT SCHOOL DISTRICT	4	2	1	2	3	1	1	4	5	9	16	8	4	60
5503	KIRBY SCHOOL DISTRICT	0	0	0	1	1	2	0	0	1	4	2	0	1	12
5504	MURFREESBORO SCHOOL DISTRICT	2	3	1	2	1	3	1	2	3	7	4	1	1	31
	PIKE TOTALS	6	6	4	5	5	6	2	6	10	22	22	9	6	109
POINSETT															
5602	HARRISBURG SCHOOL DISTRICT	0	2	0	0	1	3	1	2	0	1	3	2	0	15
5604	MARKED TREE SCHOOL DISTRICT	0	0	0	0	0	1	0	1	1	1	4	0	0	8
5605	TRUMANN SCHOOL DISTRICT	2	1	3	1	1	3	2	7	3	7	5	4	4	43
5607	WEINER SCHOOL DISTRICT	0	0	0	0	0	1	0	1	0	0	1	0	0	3
5608	EAST POINSETT CO. SCHOOL DIST.	0	2	1	2	1	0	1	0	1	2	3	2	1	16
	POINSETT TOTALS	2	5	4	3	3	8	4	11	5	11	16	8	5	85

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
POLK															
5703	MENA SCHOOL DISTRICT	9	13	8	12	15	7	15	12	9	10	18	15	10	153
5704	VAN COVE SCHOOL DISTRICT	1	1	1	0	2	1	1	1	1	2	2	2	0	15
5705	WICKES SCHOOL DISTRICT	1	4	1	0	1	3	0	2	3	0	7	2	2	26
5706	OUACHITA RIVER SCHOOL DISTRICT	2	4	3	5	6	3	3	6	3	7	10	8	4	64
	POLK TOTALS	13	22	13	17	24	14	19	21	16	19	37	27	16	258
POPE															
5801	ATKINS SCHOOL DISTRICT	2	0	1	1	1	2	2	1	1	5	8	1	2	27
5802	DOVER SCHOOL DISTRICT	2	1	6	3	4	3	4	4	3	13	4	6	2	55
5803	HECTOR SCHOOL DISTRICT	0	3	1	0	1	4	1	3	6	4	5	2	2	32
5804	POTTSVILLE SCHOOL DISTRICT	2	1	2	1	3	1	3	1	4	7	7	13	3	48
5805	RUSSELLVILLE SCHOOL DISTRICT	6	2	15	13	12	14	9	8	9	23	21	11	14	157
	POPE TOTALS	12	7	25	18	21	24	19	17	23	52	45	33	23	319
PRAIRIE															
5901	DES ARC SCHOOL DISTRICT	3	2	1	1	2	4	3	3	3	1	1	3	0	27
5903	HAZEN SCHOOL DISTRICT	0	1	0	2	2	1	2	1	3	2	2	1	1	18
	PRAIRIE TOTALS	3	3	1	3	4	5	5	4	6	3	3	4	1	45
PULASKI															
6001	LITTLE ROCK SCHOOL DISTRICT	38	48	31	55	51	33	54	47	47	41	45	35	37	562
6002	N. LITTLE ROCK SCHOOL DISTRICT	11	12	17	18	10	5	13	20	9	13	16	10	13	167
6003	PULASKI CO. SPEC. SCHOOL DIST.	67	75	72	74	84	79	78	102	75	86	95	95	59	1041
	PULASKI TOTALS	116	135	120	147	145	117	145	169	131	140	156	140	109	1770
RANDOLPH															
6102	MAYNARD SCHOOL DISTRICT	0	0	0	1	1	0	0	1	2	2	1	4	3	15
6103	POCAHONTAS SCHOOL DISTRICT	4	1	5	3	2	3	3	1	3	4	12	9	5	55
	RANDOLPH TOTALS	4	1	5	4	3	3	3	2	5	6	13	13	8	70

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
SALINE															
6301	BAUXITE SCHOOL DISTRICT	3	3	4	0	2	1	3	3	1	2	5	3	3	33
6302	BENTON SCHOOL DISTRICT	5	7	4	4	8	5	9	14	10	9	18	10	7	110
6303	BRYANT SCHOOL DISTRICT	20	20	17	22	16	19	22	27	22	28	20	16	15	264
6304	HARMONY GROVE SCHOOL DISTRICT	1	4	3	1	1	3	2	1	6	5	5	2	3	37
	SALINE TOTALS	29	34	28	27	27	28	36	45	39	44	48	31	28	444
SCOTT															
6401	WALDRON SCHOOL DISTRICT	3	2	2	4	2	2	2	5	7	4	5	6	2	46
	SCOTT TOTALS	3	2	2	4	2	2	2	5	7	4	5	6	2	46
SEARCY															
6502	SEARCY COUNTY SCHOOL DISTRICT	7	5	8	7	10	5	8	5	9	6	9	4	3	86
6505	OZARK MOUNTAIN SCHOOL DISTRICT	2	1	6	5	5	2	6	3	3	8	4	9	2	56
	SEARCY TOTALS	9	6	14	12	15	7	14	8	12	14	13	13	5	142
SEBASTIAN															
6601	FORT SMITH SCHOOL DISTRICT	21	27	29	30	25	29	22	32	24	25	32	35	29	360
6602	GREENWOOD SCHOOL DISTRICT	8	4	8	9	7	5	7	8	14	3	9	5	5	92
6603	HACKETT SCHOOL DISTRICT	1	0	0	0	0	0	0	0	0	1	0	0	0	2
6604	HARTFORD SCHOOL DISTRICT	1	0	1	1	1	0	0	1	1	0	2	1	1	10
6605	LAVACA SCHOOL DISTRICT	2	6	4	2	2	4	2	2	4	5	5	7	3	48
6606	MANSFIELD SCHOOL DISTRICT	4	3	3	0	3	2	1	3	2	0	4	1	0	26
	SEBASTIAN TOTALS	37	40	45	42	38	40	32	46	45	34	52	49	38	538
SEVIER															
6701	DEQUEEN SCHOOL DISTRICT	2	3	4	2	4	1	6	3	7	4	4	6	4	50
6703	HORATIO SCHOOL DISTRICT	0	0	0	0	0	1	0	1	3	3	2	1	2	13
	SEVIER TOTALS	2	3	4	2	4	2	6	4	10	7	6	7	6	63
SHARP															
6802	CAVE CITY SCHOOL DISTRICT	5	4	9	5	2	7	5	1	3	5	4	8	4	62
6804	HIGHLAND SCHOOL DISTRICT	2	1	5	5	4	3	7	6	3	9	14	10	2	71
6806	TWIN RIVERS SCHOOL DISTRICT	2	1	2	2	2	1	3	2	2	2	3	1	3	26
	SHARP TOTALS	9	6	16	12	8	11	15	9	8	16	21	19	9	159

Home School Student Count for 2008-2009 School Year

By County, District and Grade

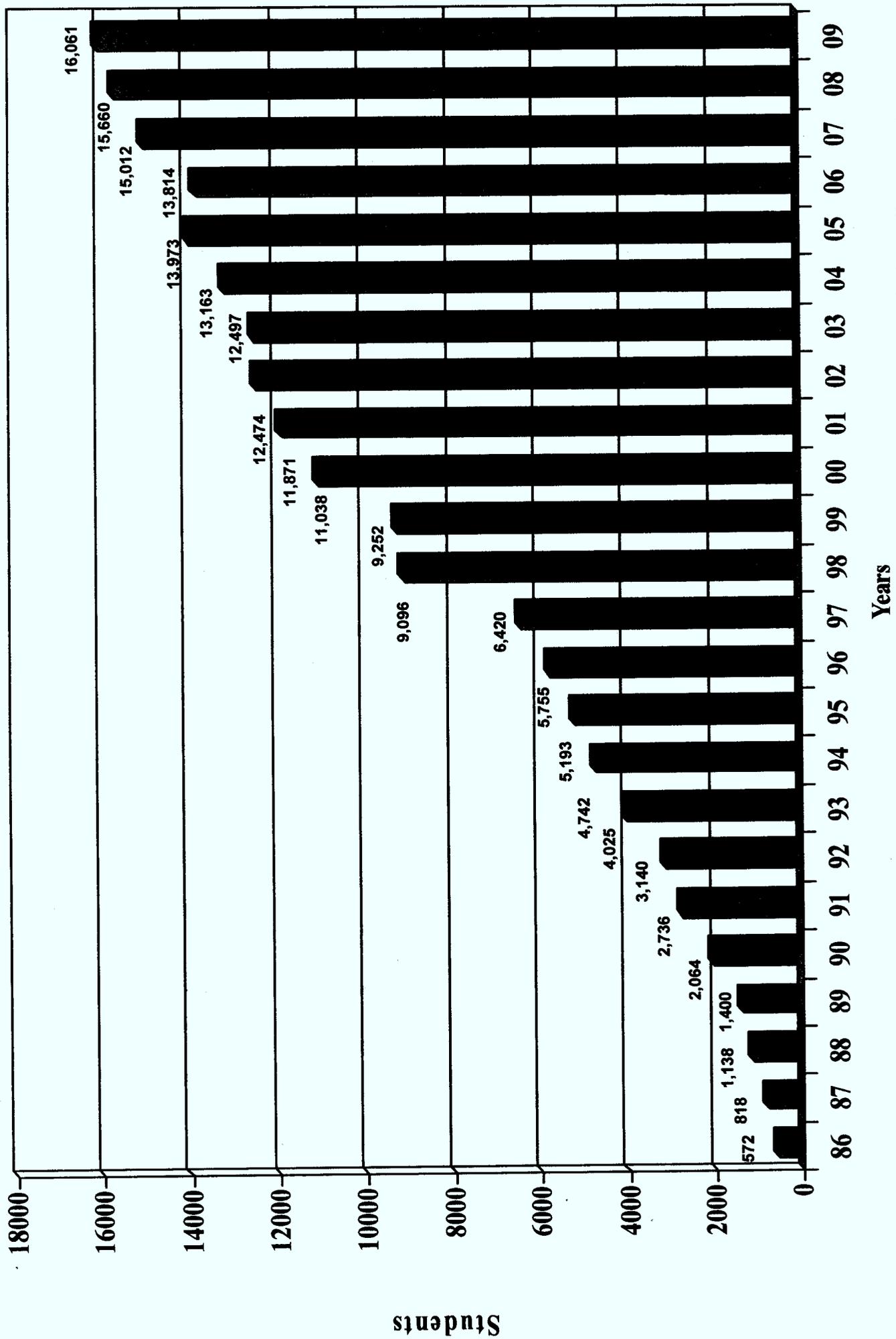
County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
ST FRANCIS															
6201	FORREST CITY SCHOOL DISTRICT	3	4	5	4	2	4	1	10	8	7	6	15	3	72
6202	HUGHES SCHOOL DISTRICT	1	0	0	0	1	0	1	0	3	2	1	1	0	10
6205	PALESTINE-WHEATLEY SCH. DIST.	0	2	0	2	2	1	0	1	0	1	2	1	0	12
	ST FRANCIS TOTALS	4	6	5	6	5	5	2	11	11	10	9	17	3	94
STONE															
6901	MOUNTAIN VIEW SCHOOL DISTRICT	13	8	6	10	6	11	13	9	11	12	26	20	10	155
	STONE TOTALS	13	8	6	10	6	11	13	9	11	12	26	20	10	155
UNION															
7001	EL DORADO SCHOOL DISTRICT	5	4	10	4	7	5	6	8	5	7	6	5	4	76
7003	JUNCTION CITY SCHOOL DISTRICT	1	0	1	1	2	0	1	2	1	0	3	2	1	15
7006	NORPHLET SCHOOL DISTRICT	2	0	2	1	0	2	1	2	1	0	4	2	0	17
7007	PARKERS CHAPEL SCHOOL DIST.	0	0	0	0	0	0	0	1	0	1	0	0	0	2
7008	SMACKOVER SCHOOL DISTRICT	1	0	1	2	0	0	0	0	0	0	2	0	0	6
7009	STRONG-HUTTIG SCHOOL DISTRICT	0	0	1	0	1	1	0	1	1	2	1	1	1	10
	UNION TOTALS	9	4	15	8	10	8	8	14	8	10	16	10	6	126
VAN BUREN															
7102	CLINTON SCHOOL DISTRICT	4	9	5	4	4	4	6	4	7	6	11	13	6	83
7104	SHIRLEY SCHOOL DISTRICT	2	3	3	3	4	4	3	5	5	3	3	0	2	40
7105	SOUTH SIDE SCHOOL DISTRICT	1	1	0	3	0	1	3	2	4	5	2	3	2	27
	VAN BUREN TOTALS	7	13	8	10	8	9	12	11	16	14	16	16	10	150
WASHINGTON															
7201	ELKINS SCHOOL DISTRICT	2	5	0	4	1	2	4	2	2	1	4	6	3	36
7202	FARMINGTON SCHOOL DISTRICT	7	6	5	12	16	6	10	3	7	3	7	7	7	96
7203	FAYETTEVILLE SCHOOL DISTRICT	21	22	21	18	13	22	18	24	15	25	26	21	15	261
7204	GREENLAND SCHOOL DISTRICT	6	9	1	7	3	7	4	9	2	3	3	2	7	63
7205	LINCOLN SCHOOL DISTRICT	2	3	7	4	7	5	3	3	5	5	8	3	1	56
7206	PRAIRIE GROVE SCHOOL DISTRICT	7	7	9	7	10	14	7	2	8	5	5	8	5	94
7207	SPRINGDALE SCHOOL DISTRICT	32	34	47	36	40	30	30	36	50	28	48	37	17	465
7208	WEST FORK SCHOOL DISTRICT	5	6	4	4	6	3	5	3	9	7	3	8	3	66
	WASHINGTON TOTALS	82	92	94	92	96	89	81	82	98	77	104	92	58	1137

Home School Student Count for 2008-2009 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
WHITE															
7301	BALD KNOB SCHOOL DISTRICT	4	4	3	6	3	3	2	3	7	5	5	10	3	58
7302	BEEBE SCHOOL DISTRICT	5	14	12	9	8	13	12	11	15	15	29	25	12	180
7303	BRADFORD SCHOOL DISTRICT	0	0	0	1	2	1	1	1	0	2	5	3	4	20
7304	WHITE CO. CENTRAL SCHOOL DIST.	1	1	3	1	1	1	2	0	4	2	4	7	2	29
7307	RIVERVIEW SCHOOL DISTRICT	2	5	1	3	4	5	6	2	10	4	6	15	19	82
7309	PANGBURN SCHOOL DISTRICT	2	1	0	1	1	1	3	1	4	7	4	8	5	38
7310	ROSE BUD SCHOOL DISTRICT	3	5	5	3	0	5	5	4	3	2	3	2	1	41
7311	SEARCY SCHOOL DISTRICT	16	17	22	20	9	27	24	17	21	24	38	22	18	275
	WHITE TOTALS	33	47	46	44	28	56	55	39	64	61	94	92	64	723
WOODRUFF															
7401	AUGUSTA SCHOOL DISTRICT	0	0	0	2	0	1	1	2	0	2	3	1	0	12
7403	MCCRORY SCHOOL DISTRICT	1	1	3	2	2	0	2	1	2	2	1	4	0	21
	WOODRUFF TOTALS	1	1	3	4	2	1	3	3	2	4	4	5	0	33
YELL															
7503	DANVILLE SCHOOL DISTRICT	0	0	0	1	0	0	0	1	0	0	1	2	0	5
7504	DARDANELLE SCHOOL DISTRICT	0	0	0	7	1	1	5	5	1	2	12	10	7	51
7509	WESTERN YELL CO. SCHOOL DIST.	0	0	0	0	0	0	0	0	2	2	1	2	2	9
7510	TWO RIVERS SCHOOL DISTRICT	1	0	0	0	1	0	2	3	0	4	9	6	6	32
	YELL TOTALS	1	0	0	8	2	1	7	9	3	8	23	20	15	97
	STATEWIDE TOTALS:	948	1042	1133	1108	1120	1150	1156	1217	1203	1424	1835	1701	1024	16,061

Arkansas Department of Education - Home School Enrollment
1985-1986 Through 2008-2009



Final Enrollment 2008-2009
July 2009

HOME SCHOOL OFFICE
Arkansas Department of Education

Grade 5 - State Summary - Home School Students

Fall 1997 to Spring 2004 Stanford 9 Test Scores

7/16/2004

SUBTEST AND TOTALS	FALL 1997 *(NPR)	FALL 1998 *(NPR)	FALL 1999 *(NPR)	FALL 2000 *(NPR)	FALL 2001 *(NPR)	SPRING 2003 *(NPR)	SPRING 2004 *(NPR)
Total Reading	67	59	59	57	57	59	58
Vocabulary	67	60	61	57	58	62	64
Reading Comprehension	64	57	55	55	55	56	53
Total Mathematics	54	50	47	48	45	50	51
Problem Solving	55	50	48	48	48	54	54
Procedures	54	52	47	49	44	45	47
Language	57	51	50	48	47	51	49
Language Mechanics	53	47	47	44	43	46	45
Language Expression	63	57	55	55	54	57	54
Spelling	50	47	46	42	43	46	46
Study Skills	55	52	48	46	43	46	44
Science	65	61	60	62	58	57	56
Social Science	63	56	53	55	52	59	58
Listening	65	56	57	55	56	63	58
Using Information	61	56	54	53	50	49	49
Thinking Skills	65	59	57	56	55	57	57
Basic Battery	59	54	53	51	50	54	54
Complete Battery	61	55	54	53	52	55	55

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School Students – Harcourt Educational Measurement

Home school and public school students did not test in Fall 2002. State Board of Education moved testing from fall to spring.

HOME SCHOOL OFFICE
Arkansas Department of Education

Grade 7 - State Summary - Home School Students

Fall 1997 to Spring 2004 Stanford 9 Test Scores

7/16/2004

SUBTEST AND TOTALS	FALL 1997 *(NPR)	FALL 1998 *(NPR)	FALL 1999 *(NPR)	FALL 2000 *(NPR)	FALL 2001 *(NPR)	SPRING 2003 *(NPR)	SPRING 2004 *(NPR)
Total Reading	69	65	65	64	65	62	61
Vocabulary	70	68	68	67	68	64	61
Reading Comprehension	65	60	61	60	60	60	60
Total Mathematics	56	54	55	54	53	56	54
Problem Solving	58	54	56	55	56	59	57
Procedures	54	55	54	54	50	51	50
Language	58	56	56	56	55	57	57
Language Mechanics	53	51	50	50	50	54	54
Language Expression	62	61	61	61	59	61	59
Spelling	53	53	52	51	51	53	49
Study Skills	56	55	53	54	55	50	49
Science	63	59	61	61	62	61	60
Social Science	61	58	59	59	59	57	55
Listening	67	65	68	66	68	62	62
Using Information	57	55	55	55	56	54	52
Thinking Skills	63	61	61	60	60	59	59
Basic Battery	61	59	59	59	58	58	57
Complete Battery	61	59	59	59	59	58	57

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School Students – Harcourt Educational Measurement

Home school and public school students did not test in Fall 2002. State Board of Education moved testing from fall to spring.

HOME SCHOOL OFFICE
Arkansas Department of Education

Grade 10 - State Summary - Home School Students

Fall 1997 to Spring 2004 Stanford 9 Test Scores

07/16/04

SUBTEST AND TOTALS	FALL 1997 *(NPR)	FALL 1998 *(NPR)	FALL 1999 *(NPR)	FALL 2000 *(NPR)	FALL 2001 *(NPR)	SPRING 2003 *(NPR)	SPRING 2004 *(NPR)
Total Reading	65	67	63	60	61	59	57
Vocabulary	66	67	63	61	61	63	63
Reading Comprehension	63	64	61	57	60	56	54
Mathematics	53	49	45	48	47	42	42
Language	61	58	55	54	55	52	51
Language Mechanics	58	56	53	52	52	51	49
Language Expression	63	61	57	56	58	53	53
Spelling	52	54	50	45	47	44	45
Study Skills	60	56	53	53	52	45	45
Science	55	56	51	52	51	51	51
Social Science	61	63	57	57	56	56	54
Using Information	54	52	48	48	47	43	42
Thinking Skills	57	56	52	52	52	46	46
Basic Battery	60	59	55	54	55	51	51
Complete Battery	60	59	55	54	55	52	51

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School Students – Harcourt Educational Measurement

Home school and public school students did not test in Fall 2002. State Board of Education moved testing from fall to spring.

HOME SCHOOL OFFICE
Arkansas Department of Education

Grade 5 - State Summary -- Home School and Public School Students
Comparative Analysis of Fall 1997 to Fall 2001 Stanford 9 Test Scores

SUBTEST AND TOTALS	FALL 1997 *(NPR)		FALL 1998 *(NPR)		FALL 1999 *(NPR)		FALL 2000 *(NPR)		FALL 2001 *(NPR)	
	Home	Public								
Total Reading	67	49	59	49	59	50	57	51	57	52
Vocabulary	67	51	60	51	61	52	57	53	58	53
Reading Comprehension	64	47	57	47	55	48	55	50	55	51
Total Mathematics	54	40	50	41	47	44	48	48	45	49
Problem Solving	55	44	50	46	48	48	48	52	48	54
Procedures	54	38	52	39	47	41	49	44	44	45
Language	57	46	51	46	50	48	48	50	47	51
Language Mechanics	53	48	47	49	47	50	44	52	43	52
Language Expression	63	45	57	45	55	47	55	50	54	51
Spelling	50	51	47	51	46	51	42	52	43	53
Study Skills	55	50	52	49	48	50	46	52	43	51
Science	65	44	61	45	60	45	62	46	58	46
Social Science	63	46	56	45	53	45	55	45	52	44
Listening	65	46	56	45	57	45	55	47	56	47
Using Information	61	47	56	46	54	47	53	49	50	49
Thinking Skills	65	44	59	44	57	45	56	47	55	47
Basic Battery	59	47	54	47	53	48	51	50	50	51
Complete Battery	61	47	55	47	54	48	53	50	52	50

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports -- Home School and Public School Students -- Harcourt Educational Measurement

HOME SCHOOL OFFICE
Arkansas Department of Education

Grade 7 - State Summary – Home School and Public School Students
Comparative Analysis of Fall 1997 to Fall 2001 Stanford 9 Test Scores

SUBTEST AND TOTALS	FALL 1997 *(NPR)		FALL 1998 *(NPR)		FALL 1999 *(NPR)		FALL 2000 *(NPR)		FALL 2001 *(NPR)	
	Home	Public								
Total Reading	69	46	65	46	65	47	64	48	65	48
Vocabulary	70	46	68	47	68	48	67	49	68	49
Reading Comprehension	65	45	60	46	61	46	60	47	60	47
Total Mathematics	56	44	54	45	55	47	54	50	53	51
Problem Solving	58	49	54	50	56	52	55	55	56	57
Procedures	54	40	55	40	54	42	54	44	50	44
Language	58	45	56	45	56	47	56	49	55	49
Language Mechanics	53	44	51	45	50	48	50	49	50	49
Language Expression	62	47	61	47	61	49	61	50	59	52
Spelling	53	49	53	48	52	49	51	50	51	50
Study Skills	56	51	55	50	53	51	54	52	55	52
Science	63	55	59	55	61	56	61	57	62	56
Social Science	61	50	58	49	59	50	59	50	59	50
Listening	67	54	65	54	68	55	66	56	68	56
Using Information	57	50	55	49	55	50	55	51	56	51
Thinking Skills	63	48	61	48	61	49	60	50	60	51
Basic Battery	61	48	59	48	59	49	59	50	58	51
Complete Battery	61	49	59	49	59	50	59	51	59	51

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports -- Home School and Public School Students -- Harcourt Educational Measurement

HOME SCHOOL OFFICE
Arkansas Department of Education

Grade 10 - State Summary – Home School and Public School Students
Comparative Analysis of Fall 1997 to Fall 2001 Stanford 9 Test Scores

SUBTEST AND TOTALS	FALL 1997 *(NPR)		FALL 1998 *(NPR)		FALL 1999 *(NPR)		FALL 2000 *(NPR)		FALL 2001 *(NPR)	
	Home	Public								
Total Reading	65	43	67	43	63	44	60	43	61	44
Vocabulary	66	49	67	48	63	48	61	48	61	49
Reading Comprehension	63	42	64	42	61	43	57	42	60	43
Mathematics	53	51	49	52	45	54	48	56	47	58
Language	61	45	58	46	55	47	54	48	55	49
Language Mechanics	58	45	56	45	53	47	52	47	52	47
Language Expression	63	47	61	48	57	49	56	50	58	51
Spelling	52	45	54	45	50	47	45	47	47	47
Study Skills	60	48	56	47	53	48	53	47	52	47
Science	55	53	56	53	51	53	52	54	51	54
Social Science	61	50	63	50	57	52	57	51	56	51
Using Information	54	46	52	46	48	47	48	46	47	46
Thinking Skills	57	41	56	41	52	42	52	43	52	44
Basic Battery	60	47	59	47	55	48	54	48	55	49
Complete Battery	60	48	59	48	55	49	54	50	55	50

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School and Public School Students – Harcourt Educational Measurement

Home School Office - Arkansas Department of Education
Home School and Public Group Comparison - 2005

State Summary and Totals	Spring of 2005 Home School Percentile	Spring of 2005 Public Percentile	Difference
Reading Comprehension 3rd grade Total	0.61	0.62	-0.01
Mathematics 3rd grade			
Concepts & Estimation	0.45	0.61	-0.16
Prob. Solv. & Data Interp.	0.48	0.60	-0.12
Reading Comprehension 4th grade Total	0.65	0.56	0.09
Mathematics 4th grade			
Concepts & Estimation	0.49	0.68	-0.19
Prob. Solv. & Data Interp.	0.52	0.63	-0.11
Reading Comprehension 5th grade Total	0.66	0.59	0.07
Mathematics 5th grade			
Concepts & Estimation	0.51	0.62	-0.11
Prob. Solv. & Data Interp.	0.53	0.60	-0.07
Reading Comprehension 6th grade Total	0.61	0.54	0.07
Mathematics 6th grade			
Concepts & Estimation	0.48	0.54	-0.06
Prob. Solv. & Data Interp.	0.52	0.55	-0.03
Reading Comprehension 7th grade Total	0.58	0.52	0.06
Mathematics 7th grade			
Concepts & Estimation	0.44	0.55	-0.11
Prob. Solv. & Data Interp.	0.52	0.54	-0.02
Reading Comprehension 8th grade Total	0.56	0.53	0.03
Mathematics 8th grade			
Concepts & Estimation	0.39	0.54	-0.15
Prob. Solv. & Data Interp.	0.49	0.49	0.00
Reading Comprehension 9th grade Total	0.60	0.52	0.08
Mathematics 9th grade			
Concepts & Problems	0.52	0.55	-0.03

Home School Office - Arkansas Department of Education
Home School and Public Group Comparison - 2006

State Summary and Totals	Spring of 2006 Home School percentile	Spring of 2006 Public percentile	Difference
3rd Grade			
CORE TOTAL	0.58	0.62	-0.04
COMPOSITE	0.61	0.62	-0.01
4th Grade			
CORE TOTAL	0.60	0.63	-0.03
COMPOSITE	0.61	0.61	0.00
5th Grade			
CORE TOTAL	0.61	0.59	0.02
COMPOSITE	0.63	0.58	0.05
6th Grade			
CORE TOTAL	0.55	0.51	0.04
COMPOSITE	0.58	0.52	0.06
7th Grade			
CORE TOTAL	0.54	0.48	0.06
COMPOSITE	0.58	0.50	0.08
8th Grade			
CORE TOTAL	0.55	0.47	0.08
COMPOSITE	0.58	0.49	0.09
9th Grade			
CORE TOTAL	0.58	0.49	0.09
COMPOSITE	0.58	0.49	0.09

Home School Office - Arkansas Department of Education
Home School and Public Group Comparison - 2007

State Summary and Totals	Spring of 2007 Home School percentile	Spring of 2007 Public percentile	Difference
3rd Grade			
CORE TOTAL	0.55	0.60	-0.05
COMPOSITE	0.57	0.60	-0.03
4th Grade			
CORE TOTAL	0.59	0.63	-0.04
COMPOSITE	0.61	0.62	-0.01
5th Grade			
CORE TOTAL	0.59	0.61	-0.02
COMPOSITE	0.60	0.60	0.00
6th Grade			
CORE TOTAL	0.56	0.51	0.05
COMPOSITE	0.58	0.52	0.06
7th Grade			
CORE TOTAL	0.55	0.50	0.05
COMPOSITE	0.59	0.52	0.07
8th Grade			
CORE TOTAL	0.55	0.47	0.08
COMPOSITE	0.58	0.49	0.09
9th Grade			
CORE TOTAL	0.58	0.49	0.09
COMPOSITE	0.57	0.48	0.09

Home School Office - Arkansas Department of Education
Home School - 2008

State Summary and Totals	Spring of 2008 Home School percentile		
3rd Grade			
Reading Comprehension	0.61		
Math - Prob. Solv. & Data Interp.	0.56		
4th Grade			
Reading Comprehension	0.66		
Prob. Solv. & Data Interp.	0.60		
5th Grade			
Reading Comprehension	0.65		
Prob. Solv. & Data Interp.	0.59		
6th Grade			
Reading Comprehension	0.62		
Prob. Solv. & Data Interp.	0.57		
7th Grade			
Reading Comprehension	0.62		
Prob. Solv. & Data Interp.	0.59		
8th Grade			
Reading Comprehension	0.60		
Prob. Solv. & Data Interp.	0.57		
9th Grade			
Reading Comprehension	0.61		
Concepts & Problem Solving	0.55		

Home School Office - Arkansas Department of Education
Home School - 2009

State Summary and Totals	Spring of 2009 Home School percentile		
3rd Grade			
Reading Comprehension	0.80		
Math - Prob. Solv. & Data Interp.	0.76		
4th Grade			
Reading Comprehension	0.82		
Prob. Solv. & Data Interp.	0.77		
5th Grade			
Reading Comprehension	0.78		
Prob. Solv. & Data Interp.	0.73		
6th Grade			
Reading Comprehension	0.73		
Prob. Solv. & Data Interp.	0.67		
7th Grade			
Reading Comprehension	0.71		
Prob. Solv. & Data Interp.	0.66		
8th Grade			
Reading Comprehension	0.71		
Prob. Solv. & Data Interp.	0.64		
9th Grade			
Reading Comprehension	0.69		
Concepts & Problem Solving	0.61		

Page MUST be completed
Curriculum (Required information: DISTRICT OFFICE, do not accept this form if this section is blank.)

Give a brief description of the basic core curriculum to be used and include a list of the subjects to be taught.

Class Schedule (Required information: DISTRICT OFFICE, do not accept this form if this section is blank.)

Describe the schedule planned for your home school. *(Include the hours per day, days per week, number of weeks)*

Educational Qualifications of Parent/Teacher(s) (Required information, do not leave blank)
(Circle the highest level of educational attainment.)

<u>Print or Type Name of Parent/ Guardian</u>	Parent/Guardian (Circle one)	School (Circle one)	College (Circle one)	Degree (BA, etc.)	Name & Address of Institution
	Parent Guardian	6 7 8 9 10 11 12 H.S. Grad.	1 2 3 4 Col. Grad.		
	Parent Guardian	6 7 8 9 10 11 12 H.S. Grad.	1 2 3 4 Col. Grad.		

*** PARENTS/LEGAL GUARDIANS MUST FILE UPDATED FORMS EVERY YEAR. ***
DRIVER'S PERMIT/LICENSE SECTION

This section applies only to parents that would like for their child to apply for a driver's permit or license during the 2008-2009 year.

Arkansas Department of Education Rules and Regulations Governing Home Schools 10.00 States: "A student enrolled in a home school shall present proof of home schooling in the form of a notarized copy of the Notice of Intent to Home School. The parent/guardian has the responsibility of providing the notarized copy." Please call the Home School Office at 501-682-1874 if you have questions. The Notary may require the parent/guardian to sign above their signature on the front of this form and may request a picture ID from the parent/guardian.

Notary Seal

Signature of Notary

Date

Parent Signature

Date

Part B *Notice of Intent to Home School and Waiver forms must be filed every year by the established deadlines.*

HOME SCHOOL WAIVER FORM

(Do not modify/revise form)

Arkansas Code Annotated § 6-15-503, as amended by Act 1117 of 1999, requires that parents and guardians who wish to home school their children, sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time the parent or guardian chooses to home school.

By my signature below, I hereby certify and agree as follows:

- 1) I am the parent or legal guardian of the child(ren) listed below.
- 2) I have fully read and understand the terms of this waiver.
- 3) As of the date I sign this waiver, I hereby acknowledge that the State of Arkansas is not liable for the education of the child(ren) listed below during the time I choose to home school the child(ren).

Please print clearly and legible. Give student's Legal Name.

STUDENTS FIRST, MIDDLE AND LAST NAME	DATE OF BIRTH

Signature of Parent/Guardian

 Date

 Address

 Phone (*area code & number*)

 City, State, Zip

ARCHIVO EL FORMULARIO CADA AÑO: PARTE A Y B se debe volver a la oficina del superintendente CADA AÑO no más adelante que del 15 de agosto, o antes del 15 de diciembre a comenzar a enseñar en la casa en el segundo semestre, o durante el año con un periodo de espera del 14 días. El superintendente o la junta local de la escuela tienen la autoridad para renunciar el periodo de espera de 14-días.

2008-2009 Año Escolar

(No modifique/revise formularios del ADE)

Distrito LEA # _____

(Uso oficial)

Solamente someta a la oficina del superintendente

EXAMÉN: La ley de estado requiere que los estudiantes participantes en enseñanza casera en los grados 3 a 9 prueben cada año. Las fechas de prueba tentativas para los estudiantes de enseñanza casera serán 6-17 de abril de 2009. Para mas información vaya a www.afsc.k12.ar.us/homeschool. Los guardianes/padres que hayan registrado para el año escolar actual recibirán la notificación escrita de las fechas, de los tiempos y del sitio de prueba. Por favor notifique la Oficina de Comprobación de Enseñanza Casera del Arkansas si hay un cambio en la dirección.

Aviso del Intento a Enseñaza Casera

Departamento de Educación del Arkansas - Oficina de Enseñaza Casera (501) 682-1874 - http://arkansased.org/schools/schools_home.html

PARTE A – Por favor escriba legiblemente (el formulario debe ser legible para ser aceptado)

De acuerdo con los procedimientos establecidos para la Implementación del Acto 1117 de 1999, Yo/Nosotros damos aviso a _____, Superintendente del

Distrito Escolar _____, en el Condado _____, de mio/nuestro intento de proporcionar instrucción casera a mio/nuestro hijo/a (s).

localizado en _____, AR _____, comenzando _____ (Mes/Día/Año)
 Escriba a mano o a maquina la dirección de su casa _____ Ciudad _____ Código Postal _____

Dirección (postal) si es diferente de arriba: _____ (para envío de notificación/resultados del examen)

Además, yo/nosotros aceptamos que mio/nuestros hijo/a(s) tomará una prueba estandarizada nacionalmente reconocida como requerida en A.C.A. 6-15-504. La prueba será administrada a los estudiantes en los grados 3 a 9 durante el año escolar actual. El Departamento de Educación del Arkansas recomienda que usted notifique el distrito escolar local de cualquier cambio de dirección o si yo/nosotros interrumpirán a la enseñanza casera. *Para mantenerse legalmente como estudiante de la enseñanza casera, formularios actuales deben ser archivados cada año antes de los plazos establecidos. Durante el año escolar, nuevo formularios deben ser sometidos en el plazo de 30 días de la mudanza de los padres a un distrito escolar nuevo.*

ESCRIBA el nombre del padre/guardian _____

Teléfono (Opcional) _____

Ocupación (Opcional) _____

Fecha _____

No carta de aprobación o plano de estudio será enviado.

Información del Estudiante

Nombre de la última escuela atendida: _____

Estudiante tiene IEP archivado*	ESCRIBA NOMBRE DEL ESTUDIANTE		Fecha de Nacimiento Mes/Día/Año	Sexo (Circule uno)	NIVEL DEL GRADO COMPLETADO EN EL ÚLTIMO AÑO ESCOLAR (Circule uno)	NIVEL DEL GRADO EL ESTUDIANTE ESTA EN ESTE AÑO	Permanemente Exento del Examen para Estudiante en Escuela Casera <i>Por el Coordinador de Examen para Estudiantes de Escuela Casera</i> Marque la caja	Tipo de la Última Escuela Atendida (Circule uno)
	PRIMER NOMBRE	SEGUNDO NOMBRE APELLIDO						
				M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
				M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
				M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
				M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
				M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
				M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa

*IEP – Programa Educativo Individualizado

PADRE O GUARDIÁN LEGAL DEBE ARCHIVAR FORMULARIO ACTUALIZADO CADA AÑO

Plano de Estudio (información requerida: LA OFICINA DE DISTRICTO, no ira acepta este formulario si esta sección está en blanco.) Dé una breve descripción del plano de estudios que se utilizará e incluya una lista de los temas que se enseñarán.

Horario de la Clase (información requerida: LA OFICINA DE DISTRICTO, no ira acepta este formulario si esta sección está en blanco.) Describa el horario previsto que usted ira enseñar tu hijo/a (s). *(Incluya las horas por día, días por semana, y el número de semanas)*

Calificación Educativa del Padre/Maestro(s) (Información Requerida, no deje en blanco)
(Circule el nivel más alto de educación alcanzado.)

<i>Escriba</i> el Nombre del Padre/ Guardián	Padre/Guardián (Circule uno)	Escuela (Circule uno)	Universidad (Circule uno)	Título Académico	Nombre y dirección de la institución
	Padre Guardián	6 7 8 9 10 11 12 Graduado Escuela secundaria	1 2 3 4 Grad.		
	Padre Guardián	6 7 8 9 10 11 12 Graduado Escuela secundaria	1 2 3 4 Grad.		

*** PADRE O GUARDIÁN LEGAL DEBE ARCHIVAR FORMULARIO ACTUALIZADO CADA AÑO. ***

SECCIÓN PARA LICENCIA DEL CONDUCTOR: *Esta sección se aplica solamente para los padres que gustan que tu hijo(a) solicite el permiso/licencia del conductor durante el año escolar de 2007-2008. Las Reglas y Regulaciones del Departamento de Educación del Arkansas que gobiernan el programa de enseñanza casera 10.00 afirma: "Un estudiante alistado en el programa de enseñanza casera debe presentar prueba de enseñanza en la forma de una copia certificada del Aviso del Intento a Enseñanza Casera. El padre/guardián tiene la responsabilidad de proporcionar una copia certificada."*
Por favor llame a la Oficina de Enseñanza Casera en 501-682-1874 si usted tiene preguntas. El Notario puede requerir que el padre/guardián firme arriba de su firma en el primer pagina del formulario y puede requerir la identidad del padre/guardián.

Sello del Notario

51

Firma del Notario

Fecha

Firma del Padre/Guardián

Fecha

Parte B *Aviso del Intento a Enseñanza Casera y formulario de Renuncia deben ser archivados cada año antes de los plazos establecidos.*

FORMULARIO DE RENUNCIA – ENSEÑANZA CASERA
(No modifique/revise formularios)

El Código Anotado del Arkansas § 6-15-503, según la enmienda prevista por el Acto 1117 de 1999, requiere que los padres y guardián que desean a enseñar tu niño(s) en casa, deben firmar una renuncia reconociendo que el Estado del Arkansas no es responsable por la educación de mi niño(s) durante el periodo que yo, el padre/guardián elige a enseñanza casera.

Por mía firma abajo, yo certifico y acepto que:

- 1) Soy el padre o guardián legal del niño (s) enumerado abajo.
- 2) Yo he leído y entendido los termos de esta renuncia.
- 3) Desde la fecha yo firme esta renuncia, por este medio yo reconozco que el Estado del Arkansas no es responsable por la educación del niño(s) enumerado abajo durante el tiempo que yo elijo a enseña mio niño(s) en casa.

Escriba claramente y legiblemente. Dé nombre completo y legal del estudiante.

PRIMER NOMBRE, SEGUNDO NOMBRE Y APELLIDO DEL ESTUDIANTES	FECHA DE NACIMIENTO

Firma del Padre/Guardian

Fecha

Dirección

Teléfono

Ciudad, Estado, Código Postal

*Covenant Keepers College Preparatory Charter School**8300 Geyer Springs Road**Little Rock, Arkansas 72209**Dr. Valerie L. Tatum, Director*

August 24, 2009

To: Dr. Mary Ann Brown,
Program Director of Charter Schools

From: Covenant Keepers College Preparatory Charter School
Dr. Valerie L. Tatum, Superintendent

Re: High School Credits for Middle School Students

Covenant Keepers is requesting a hearing before the State Board of Education to amend our charter application regarding our Academic Program that is aligned with the Arkansas Curriculum Frameworks. We want to clarify that courses offered in our approved charter school application will support high school credits. Our current charter application assumes that upper level courses and foreign languages can be taken for high school credits; however, it should be made clear that high school courses will be taken for high school credits starting at the 7th grade and beyond. Again, this will be done using the Arkansas Curriculum Frameworks for all course work. Please see the attached sample course offerings.

If you have other questions or concerns, please call 501.584.6440 and/or email-
valerie.tatum@arkansas.gov

Covenant Keepers College Preparatory Charter School

8300 Geyer Springs Road

Little Rock, Arkansas 72209

Dr. Valerie L. Tatum, Director



August 24, 2009

To: Dr. Mary Ann Brown,
Program Director of Charter Schools

From: Covenant Keepers College Preparatory Charter School
Dr. Valerie L. Tatum, Superintendent

Re: High School Credits for Middle School Students

Covenant Keepers is requesting a hearing before the State Board of Education to amend our charter application regarding our Academic Program that is aligned with the Arkansas Curriculum Frameworks. We want to clarify that courses offered in our approved charter school application will support high school credits. Our current charter application assumes that upper level courses and foreign languages can be taken for high school credits; however, it should be made clear that high school courses will be taken for high school credits starting at the 7th grade and beyond. Again, this will be done using the Arkansas Curriculum Frameworks for all course work. Please see the attached sample course offerings.

If you have other questions or concerns, please call 501.584.6440 and/or [email-valerie.tatum@arkansas.gov](mailto:valerie.tatum@arkansas.gov)

Core Subjects	6 th Grade	7 th Grade High School Credits	8 th Grade High School Credits
Mathematics	<p>5 Strands of Math Saxon Math</p> <ul style="list-style-type: none"> ○ Data Analysis ○ Number Sense & Operations ○ Measurement ○ Pattern, Algebra, Function ○ Geometry & Spatial Sense <p>These courses will be accelerated that prepares and challenges students with a high aptitude in math</p>	<p>Algebra I Algebra II Geometry</p> <p>Math content will focus on problem solving, mental math, investigation in Geometry, discrete math and probability, and functions and graphs</p>	<p>Algebra I Algebra II Geometry</p> <p>The scope and sequence will involve reviewing pre-algebra concepts, inequalities, rational expressions, Functions, polynomials, etc. and Geometry discrete math</p>
English/Language Arts	<p>The English Language Arts scope and sequence will involve formal writing-structured paragraphs, reports, and essays,) creative writing, etc. Core Knowledge Program allows students to meet and exceed the state frameworks in Language Arts</p>	<p>English/Language Arts</p> <p>Literature and Writing Workshop Literature-reading, discussing, ethical concerns, finding evidence to support interpretations of literature, vocabulary taught in the context of literary reading, etc.</p>	<p>English/Language Arts</p> <p>Textual Analysis and embed into essays and other writings. Articulate thesis statements, choose topics to research, grammar taught individually, vocabulary generated from the literature, work on team projects, computer research, develop oral communication skills, effective strategies for speech, etc.</p>
Science	<p>Matter, Energy & Ecosystems is integrated in a curriculum with three primary goals to support</p>	<p>Physical and Earth Science</p> <p>Technology will also be incorporated</p>	<p>Physical Science, Physics, Chemistry, Biology</p> <p>Technology will be integrated to provide</p>

	<p>understanding: Students will be able use scientific terminology appropriate to their developmental level. Students will learn to work in cooperative groups to investigate and solve problems. Demonstrate safe practices while using laboratory tools.</p>	<p>into the core to bring out personal rigor and relevance.</p>	<p>more rigor and relevance.</p>
Social Studies	<p>World Civilization, Interpret historical events, cultural viewpoints. Geography with study of history</p>	<p>World History (cultures and other areas of the world) Current international issues, multicultural perspective, historical narratives, making connections between historical cause and effect</p>	<p>Civics/Government, World history, Chronological approach, geographical concepts, current events, writing, and interdisciplinary units, etc.</p>
Foreign Languages	<p>Spanish I Speaking/Writing Skills, expanding reading selections, studying Hispanic culture, projects, exploring Spanish as a career path, etc.</p>	<p>Spanish II Comprehensive Grammar/Oral Proficiency, Hispanic literature and contemporary writings from Spanish-speaking countries, etc.</p>	<p>Spanish III , IV, V Focus on deeper understanding and appreciation of Hispanic culture and issues, etc.</p>
Computer Science	<p>Computer Literacy Hands on experience with applications word processing, spreadsheet and database programs, etc. Using software to design PowerPoint, integrating sound,</p>	<p>Computer Applications Hands on experience with applications word processing, spreadsheet and database programs, etc. Using software, design format for</p>	<p>Technical/ Business Applications Hands on experience with applications word processing, spreadsheet and database programs, etc. Using software, design format for database, written</p>

	graphics, and video, etc.	database, written report using management system, etc. Multimedia, Adobe PhotoShop, Amazing Animation, QuickTime, etc.	report using management system, basic principles of drawing, graphics, design, and animation, etc.
Health/Physical Education	<p>Physical Fitness and Sport Related Activities Team/Individual experiences, social and emotional development, motor skills, positive attitude towards physical fitness</p> <p>Health Education Students will understand the importance to being physical fit and healthy eating that improves positive attitudes benefiting for a life time, etc.</p>	<p>Physical Fitness and Sport Related Activities Team/Individual experiences, social and emotional development, motor skills, positive attitude towards physical fitness</p> <p>Health Education Students will understand the importance to being physical fit and healthy eating that improves positive attitudes benefiting for a life time, etc.</p>	<p>Physical Fitness and Sport Related Activities Team/Individual experiences, social and emotional development, motor skills, positive attitude towards physical fitness</p> <p>Health Education Students will understand the importance to being physical fit and healthy eating that improves positive attitudes benefiting for a life time, etc.</p>
Fine Arts	<p>Visual and Expression, Students will view aspect of their environment, solve designs and problems and evaluate their own and others' art work using the principles of art and the elements of design, etc.</p>	<p>Oral Communication, Vocal and Instrumental Music Improve the ability to see and to imagine. Explore possible content in art prints or works of arts, etc.</p>	<p>Advanced Art and Advanced Music or other course with that support 38 course credits Contour drawing, studying cubism, color, value and intensity, produce painting using tints and shades of all primary and secondary colors, etc.</p>

Agency	Purpose of Grant	Amount
ASU Programs for Children and Families in the Delta	CPR grant	\$ 130.00
Batesville School District	Direct Services/center-based	\$ 97,200.00
Dewitt School District	Start-up funds	\$ 750.00
Flippin School District	Quality grant	\$ 800.00
Friendship Community Care	Direct Services/center-based	\$ 53,460.00
Great Beginnings CC & Enrichment Ctr	Quality grant	\$ 800.00
Head Start Child & Family Services	Direct Services/center-based	\$ 41,380.00
Lucas Daycare and Preschool	Quality grant	\$ 600.00
Mainstreet Kids	Quality grant	\$ 600.00
OUR Education Cooperative	Quality grant	\$ 800.00
South Central Education Cooperative	Quality grant	\$ 600.00
Vilonia School District	Quality grant	\$ 1,000.00
Cental Arkansas Development Council HIPPY	Direct Services/home-visiting	\$ 113,750.00
Mississippi County Economic Opportunity	Quality grant	\$ 800.00
Total		\$ 312,670.00

**English Language Proficiency Framework
Connections
for
Science
Grades K-8
Spring 2009**

English Language Proficiency Framework

Content Standards

Strands

Nature of Science	
1. Characteristics and Processes of Science	Students shall demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.
Life Science	
2. Living Systems: Characteristics, Structure, and Function	Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
3. Life Cycles, Reproduction, and Heredity	Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
4. Populations and Ecosystems	Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.
Physical Science	
5. Matter: Properties and Changes	Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.
6. Motion and Forces	Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.
7. Energy and Transfer of Energy	Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.
Earth and Space Science	
8. Earth Systems	Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
9. Earth's History: Changes in Earth and Sky	Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
10. Objects in the Universe	Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

*Each grade level continues to address earlier Student Learning Expectations.

A minimum of 20% of instructional time in science must be spent in inquiry and conducting hands-on investigations. Equipment, training, and grant information are available through the Arkansas Centers for Mathematics and Science Education.

Grades K-2

Strand 1: Nature of Science

Students shall demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.NS.1.K-2.1 Communicate observations and results from scientific investigations	Record observations pictorially with support (e.g., temperature, mass, length, volume)	Sequence observations using a series of pictures	Communicate observations using simple, complete sentences or graphic organizers	Communicate observations and results from scientific investigations (e.g., science journal)	Communicate observations and results from scientific investigations (e.g., write lab report)	NS.1.K.1 NS.1.K.2 NS.1.K.3 NS.1.K.6 NS.1.1.1 NS.1.1.2 NS.1.1.3 NS.1.1.5 NS.1.1.6 NS.1.2.1 NS.1.2.2 NS.1.2.3
ELPS.NS.1.K-2.2 Identify tools used during scientific investigation	Point to actual tools or pictures of scientific tools	Identify orally the actual tools or pictures of scientific tools (e.g., say thermometer when shown thermometer)	Match science tools to their function (e.g., ruler measures length, balance measures mass)	Identify tools used during scientific investigation (e.g., use short sentences or phrases to describe the function of a balance)	Identify tools used during scientific investigation (e.g., class presentation, slide show)	NS.1.K.4 NS.1.K.5 NS.1.K.7 NS.1.1.4 NS.1.1.7 NS.1.2.4 NS.1.2.7
ELPS.NS.1.K-2.3 Identify vocabulary related to safety equipment and procedures in science	Identify pictures of safety equipment used in science classrooms (e.g., point to equipment being used appropriately)	Sort pictures of safe and unsafe lab activities (e.g., cards labeled safe and unsafe; verbalize safe or unsafe)	Identify unsafe lab activities (e.g., small group or whole group discussion using short, complete sentences)	Identify vocabulary related to safety equipment and procedures in science (e.g., sentence strips stating lab safety rules, posters, pictures)	Identify vocabulary related to safety equipment and procedures in science	NS.1.K.8 NS.1.K.9 NS.1.1.8 NS.1.1.9 NS.1.2.8

Vocabulary: balance, hand lens, length, magnification, magnifier, observation, prediction, ruler, safety, science, size, teamwork, temperature, thermometer, length, mass, volume, scientific investigation, experiment, data

Grades K-2

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.I.S.2.K-2.1 Classify organisms into major groups according to characteristics	Sort pictures and/or posters of organisms according to like and unlike	Sort organisms according to characteristics (e.g. T-chart sorting animals and plants)	Classify organisms into major groups according to characteristics (e.g., chart, T-chart, Venn diagram)	Classify organisms into major groups according to characteristics with support (e.g., describe characteristics of organisms based on illustrations using a word wall)	Classify organisms into major groups according to characteristics (e.g., independently describe characteristics of organisms based on illustrations)	LS.2.K.1 LS.2.K.2 LS.2.K.3 LS.2.1.1 LS.2.1.2 LS.2.2.2 LS.2.2.4
ELPS.I.S.2.K-2.2 Identify basic needs of organisms	Identify basic needs for life using pictures (e.g., food, water shelter, air, space)	Illustrate requirements for life (e.g., food, water shelter, air, space)	Match visuals representing basic needs of organisms to a short description (e.g., sentence strips, word wall, teacher reads description)	Identify basic needs of organisms (e.g., describe examples of basic needs for life using a word wall or independently in a journal)	Identify basic needs of organisms (e.g., produce a brochure on taking care of a pet or plant)	LS.2.K.4 LS.2.2.3

Grades K-2

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.I.S.2.K-2.3 Identify major human body and plant structures and their functions	Point to human body parts and/or plant parts on a visual	Match major human body and/or plant parts to the appropriate vocabulary (e.g., word wall words with human body and plant structures)	Label major human body and/or plant structures using teacher support (e.g., word wall, human or plant models)	Label illustration of human body and plant structures and their functions (e.g., sentence strips)	Identify major human body and plant structures and their functions (e.g., draw and label diagram structures and their functions using complete sentences)	LS.2.1.3 LS.2.1.4 LS.2.2.5 LS.2.2.6
ELPS.I.S.2.K-2.4 Name the five senses and their functions	Identify sensory organs (e.g., point to nose, ear, tongue, eyes, skin)	Name sensory organs used during teacher-directed activity (e.g., taste salt, taste sugar, smell flowers)	Label sensory organs with their appropriate function (e.g., nose to smell, tongue to taste, fingertips to touch)	Illustrate self-generated examples of the five senses (e.g., draw sense organs and label function using sentence strips or word cards)	Name the five senses and their functions (e.g., chart, journal, foldable, poster, skit)	LS.2.K.5 LS.2.K.6

Grades K-2

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.LS.2.K-2.5 Recognize vocabulary related to oral hygiene	Identify vocabulary related to proper oral hygiene (e.g., point to tooth, toothpaste, toothbrush, floss)	Label basic objects used for oral hygiene (e.g., teeth, toothpaste, toothbrush, floss)	Match words to proper hygiene techniques (e.g., brush teeth, apply toothpaste, rinse toothbrush, floss daily)	Recognize vocabulary related to oral hygiene (e.g. role play, total physical response)	Recognize vocabulary related to oral hygiene (e.g., describe to class proper oral hygiene)	LS.2.K.7 LS.2.K.8
ELPS.LS.2.K-2.6 Identify stages of development and life cycles of plants and animals	Illustrate daily observations of a plant or animal life cycles using words or pictures from word wall	Sequence labeled pictures of plant or animal life cycles (e.g., egg, larva, pupa, adult)	Sequence life cycles of plants or animals, using sentence strips	Identify stages of development and life cycles of plants and animals (e.g., write simple lab report on plant growth lab)	Identify stages of development and life cycles of plants and animals (e.g., write a complete lab report on metamorphosis of frog or butterfly)	LS.3.K.1 LS.3.K.2 LS.3.1.1 LS.3.1.2 LS.3.2.1 LS.3.2.2

Grades K-2

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	
ELPS.I.S.2.K-2.7 Identify traits of living, endangered, and extinct species and their habitats	Sort pictures of animals and plants that are living and extinct species	Label pictures of living and extinct species	Identify various factors in a habitat that may endanger species or lead to extinction (e.g., use sentence strips to describe habitat change)	Identify various factors in a habitat that may endanger species or lead to extinction (e.g., create diorama, model habitat, or go on field trip and write a simple report on the project)	Identify traits of living, endangered, and extinct species and their habitats (e.g., create a descriptive poster of the possible causes for the extinction of dinosaurs)
					LS.4.K.1 LS.4.1.1 LS.4.2.1 LS.4.2.2

Vocabulary: living, nonliving, plant, animal, food, water, light, air, space, herbivore, carnivore, mammal, birds, fish, omnivore, nutrient, temperature, flowering plant, conifers, five senses, teeth, toothpaste, toothbrush, floss, heart, lungs, stomach, muscles, bones, leaves, stems, flowers, roots, skeletal system, complete metamorphosis, incomplete metamorphosis, embryo, development, extinct, endangered species, Arkansas, habitat

Grades K-2

Strand 3: Physical Science

Students shall demonstrate and apply knowledge of the properties of matter, the relationship between force and motion, and the transfer of energy.

- Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.PS.3.K-2.1 Use vocabulary related to properties of and changes in matter	Sort familiar objects based on physical properties (e.g., size, color, shape)	Label familiar objects according to physical properties (e.g., size, shape, color) and/or states of matter (e.g., liquid, solid)	Create a graphic organizer comparing the characteristics of objects according to physical properties (size, shape, color) and/or states of matter (liquid, solid)	Incorporate key vocabulary into an oral or written presentation (e.g., comparing physical properties or comparing states of matter)	Use vocabulary related to properties of and changes in matter (e.g., write a report on how water changes states)	PS.5.K PS.5.1.1 PS.5.2.1 PS.5.1.2
ELPS.PS.3.K-2.2 Use vocabulary related to motion and forces	Demonstrate spatial relationships and/or the force of gravity using physical representation (e.g. straight line, zigzag, back and forth, dropping a ball)	Identify key vocabulary related to motion and forces through playing games (e.g. charades in which one student acts out the term and the other student names the term)	Role play motion and forces found in children's literature (e.g., Dr. Suess, Bernstein Bears)	Illustrate the vocabulary related to motion and forces (e.g., create storyboard, slide show)	Use vocabulary related to motion and forces (e.g., write about everyday occurrences, "I put my shoes <u>under</u> my bed")	PS.6.K.1 PS.6.K.2 PS.6.K.3 PS.6.1.1 PS.6.1.2 PS.6.2.1

Grades K-2

Strand 3: Physical Science

Students shall demonstrate and apply knowledge of the properties of matter, the relationship between force and motion, and the transfer of energy.

- Students shall demonstrate and apply knowledge of matter, including properties and changes using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.PS.3.K-2.3 Use vocabulary related to energy and transfer of energy <ul style="list-style-type: none"> • light • heat • electricity • magnetism 	Identify examples of light, heat, electricity, and magnetism (e.g., point to examples in classroom or outside)	Name examples of light, heat, electricity, and magnetism (e.g., teacher shows example and student names using appropriate vocabulary)	Identify sources of light, heat, electricity, and magnetism in everyday life (e.g., oven, air conditioner, natural light, fireflies, refrigerator magnets)	Chart personal use of light, heat, electricity and magnetism (e.g., for one-three days record use of light switches, video games, computers, ceiling fan, refrigerator)	Use vocabulary related to energy and transfer of energy <ul style="list-style-type: none"> • light • heat • electricity • magnetism (e.g., journal personal and community use of energy for one-three days) 	PS.7.K.1 PS.7.K.2 PS.7.K.4 PS.7.K.5 PS.7.K.6 PS.7.1.1 PS.7.1.2 PS.7.1.3 PS.7.1.4 PS.7.1.5 PS.7.1.6 PS.7.1.7 PS.7.2.1 PS.7.2.2 PS.7.2.3

Vocabulary: over, under, left, right, straight, zigzag, back and forth, round and round, fast, slow, gravity, mass, weight, force, motion, light, natural, artificial, transparent, opaque, heat, temperature, hot, cold, Celsius scale, electricity, conserve, magnet, non-magnet, shape, static electricity, attraction, repulsion, sound

Grades K-2

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.K-2.1 Illustrate vocabulary related to the use of natural resources	Identify visuals of earth, land, and water (e.g., point to examples on a globe or map)	Match vocabulary to related visuals (e.g., landforms, natural resources)	Illustrate vocabulary related to the use of natural resources (e.g., draw, paint, or cut-out pictures, and describe using sentence strips)	Illustrate vocabulary related to the features of land and natural resources in cooperative groups (e.g., create poster, slide show, diorama, or puzzle and include a description of the project using simple sentences)	Illustrate vocabulary related to the use of natural resources (e.g., create poster, slide show, diorama, puzzle)	ESS.8.K.1 ESS.8.1.1 ESS.8.2.1 ESS.8.2.2 ESS.8.2.3 ESS.8.K.2 ESS.8.1.2 ESS.8.2.4

Grades K-2

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.ESS.4.K-2.2 Identify various types of weather and related severe weather safety procedures	Chart daily weather patterns with visuals (e.g., sun, raindrop, cloud, wind blowing)	Role play weather related vocabulary (e.g., itsy-bitsy spider)	Match weather visuals to related vocabulary words (e.g., sun, rain, cloud, wind)	Identify with support daily weather patterns and or severe weather conditions (e.g., cooperative groups, class discussion)	Identify various types of weather and related severe weather safety procedures (e.g., write or discuss a weekly weather report using collected weather data)	ESS.8.K.5 ESS.8.K.6 ESS.8.K.7 ESS.8.1.3 ESS.8.1.4 ESS.8.1.5 ESS.8.1.6 ESS.8.2.5 ESS.8.2.6 ESS.8.2.7 ESS.8.2.8 ESS.8.2.9
ELPS.ESS.4.K-2.3 Illustrate the solar system through the application of vocabulary words	Identify features of the solar system using visuals (e.g., moon, star, planet)	Match vocabulary to appropriate visuals representing features of the solar system (e.g., moon, star, planet)	Match vocabulary to appropriate visuals representing features of the solar system (e.g., moon phases, sequence of the planets)	Illustrate features of the solar system using sentence strips (e.g., moon phases, sequence of the planets)	Illustrate the solar system through the application of vocabulary words (e.g., oral presentation, slide show presentation, book talk, describe created model)	ESS.10.K.1 ESS.10.1.1 ESS.10.2.1 ESS.10.2.2 ESS.10.2.3

Vocabulary: land, water, natural, man-made, recycled, resource, chart, weather, four seasons, safety, severe weather, Celsius thermometer, cumulus, stratus, cirrus, cloud, sun, moon, stars, birds, planes, planet, moon phases, full, half, crescent, new

Grades 3-5

Strand 1: Nature of Science

Students shall demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.NS.1.3-5.1 Communicate observations and results from scientific investigations	Identify pictorial representations of vocabulary related to scientific investigation (e.g., hypothesis, variable, data)	Identify vocabulary related to observations (e.g., T-chart, pictographs, Venn diagram, bar or line graph, frequency table)	Illustrate observations, in simple words or phrases, that apply to scientific investigations (e.g., verbalize or write about the appropriate investigation)	Illustrate results of scientific investigation using short, complete sentences with support (e.g., science journal, sentence strips, word to word dictionary)	Communicate observations and results from scientific investigations (e.g., oral presentation, slide show, video simulated news report, documentary)	NS.1.3.1 NS.1.3.2 NS.1.3.3 NS.1.3.4 NS.1.3.5 NS.1.3.6 NS.1.3.7 NS.1.4.1 NS.1.4.2 NS.1.4.3 NS.1.4.4 NS.1.4.5 NS.1.4.6 NS.1.4.7 NS.1.4.8 NS.1.4.9 NS.1.4.10 NS.1.5.1 NS.1.5.2 NS.1.5.3 NS.1.5.4 NS.1.5.5 NS.1.5.6 NS.1.5.7 NS.1.5.8 NS.1.5.9

Grades 3-5

Strand 1: Nature of Science

Students shall demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.NS.1.3-5.2 Identify vocabulary related to measurement tools in science	Point to the instrument related to a particular type of measurement (e.g., ruler, scale, clock, thermometer, calculator)	Identify orally vocabulary related to measurement tools used in science	Match measuring tools to their function (e.g., a ruler measures length, a balance measures mass)	Identify the function of measuring tools using short sentences or phrases	Identify vocabulary related to measurement in science (e.g., class presentation, slide show)	NS.1.3.5 NS.1.3.8 NS.1.4.6 NS.1.4.13 NS.1.5.3
ELPS.NS.1.3-5.3 Identify vocabulary related to safety equipment and procedures in science	Identify pictures of safety equipment used in science classrooms (e.g., point to equipment being used appropriately)	Sort pictures of safe and unsafe lab activities (e.g., cards labeled safe and unsafe; verbalize safe or unsafe)	Identify unsafe lab activities (e.g., small group or whole group discussion using short, complete sentences	Identify vocabulary related to safety equipment and procedures in science (e.g., sentence strips stating lab safety rules, posters, or pictures)	Identify vocabulary related to safety equipment and procedures in science (e.g., create a slide presentation on lab safety)	NS.1.4.14

Vocabulary: Fire extinguisher, apron, gloves, Graphic organizers, T-chart, pictographs, Venn diagram, bar graphs, frequency tables, line graphs, stem and leaf plots, theory, scientific investigation, lab study, field study, length, mass, temperature, time, International System of Units (SI), empirical evidence, hypothesis, observation, variable, data pattern, trend, conclusion, quality, balance, hand lens, microscope, ruler, thermometer, calculator, computer, replication, sample size, control, standardized variables, mean, median, mode

Grades 3-5

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.LS.2.3-5.1 Classify animals as vertebrate or invertebrates	Sort pictures and/or posters of animals according to like and unlike	Label animals as vertebrates or invertebrates	Classify animals as vertebrates or invertebrates using a graphic organizer	Classify animals as vertebrates or invertebrates independently with the use of a word wall	Classify animals as vertebrates or invertebrates (e.g., create poster or slide show and present to class)	LS.2.3.1. LS.2.41 LS.2.4.2
ELPS.LS.2.3-5.2 Identify the structure and function of human organ systems	Identify organs within a body system using visuals with support (e.g. point to stomach in visual of digestive system)	Identify organ systems, using pictures with support (e.g., label digestive and circulatory systems)	Match organ and organ system with appropriate vocabulary using sentence strips	Identify the structure and function of human organ systems (e.g., participate in class or small group discussion)	Identify the structure and function of human organ systems (e.g., create poster describing the functions of one or more body systems)	LS.2.3.2 LS.2.4.3

Grades 3-5

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.LS.2.3-5.3 Identify animal and plant cell structures and cellular processes	Point to plant and animal cell structures with teacher support (e.g., cell wall, cell membrane, nucleus, chloroplast, cytoplasm)	Label diagram of plant and animal cells, using a word bank	Match plant and/or animal cell structures with their function (e.g., use sentence strips)	Identify animal and plant cell structures and cellular processes (e.g., label model of plant and animal cells with the appropriate functions and cell processes)	Identify animal and plant cell structures and cellular processes (e.g., slide show, lab report or journal)	LS.2.5.1 LS.2.5.2 LS.2.5.3 LS.2.5.4 LS.2.5.5 LS.2.5.6 LS.2.5.7 LS.2.5.8 LS.2.5.9 LS.2.5.10
ELPS.LS.2.3-5.4 Illustrate scientific breakthroughs and life science careers	Identify scientific breakthroughs or life science careers (e.g., point to pictures representing various careers)	Label pictures of scientific careers or breakthroughs in life science	Illustrate a career or scientific breakthrough in life science using words from a word wall (e.g., Hooke's discovery of the cell)	Illustrate a career or scientific breakthrough in life science (e.g., write a short report on a chosen career using simple, complete sentences)	Illustrate scientific breakthroughs and life science careers (e.g., present report on William Harvey's discovery that blood circulates)	LS.2.5.11

Vocabulary: vertebrate, invertebrate, mammal, bird, fish, amphibian, reptile, mollusk, segmented worm, arthropod, body system, respiratory, muscular, digestive, circulatory, nervous, adaption, interdependence, ecosystem, cell theory, organism, cell wall, cell membrane, nucleus, cytoplasm, chloroplast, pigment, photosynthesis, cellular respiration, career, scientist, population, community, biosphere, terrestrial, aquatic, overgrazing, overpopulation, natural disaster, nonnative species, human impact, urban development, limiting factors, nitrogen cycle, carbon cycle, carbon dioxide-oxygen cycle, conservation of mass, food web, predator, prey, parasitism, producer, consumer, decomposer, scavenger, parasitism, mutualism, commensalism

Grades 3-5

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.I.S.2.3-5.5 Identify vocabulary related to reproduction and life cycles in plants and animals	Identify examples of incomplete metamorphosis, complete metamorphosis, and/or embryonic development (e.g., point at visual representations)	Label stages of incomplete metamorphosis, complete metamorphosis, and/or embryonic development using appropriate vocabulary from a word wall	Match description of the processes of incomplete metamorphosis, complete metamorphosis, and/or embryonic development to an appropriate visual with teacher support	Identify vocabulary related to reproduction and life cycles in plants and animals (e.g., write a short lab report on the dissection of a chicken egg)	Identify vocabulary related to reproduction and life cycles in plants and animals (e.g., create descriptive poster comparing complete and incomplete metamorphosis)	LS.3.3.3
ELPS.I.S.2.3-5.6 Identify adaptations of plants and animals	Sort pictures of plants and animals according to the correct environment (e.g., polar bears are found in the arctic; sharks are found in the ocean)	Label adaptations of various plants and animals (e.g., snowshoe hare has white fur, cacti have waxy epidermis)	Match various adaptations of plants and animals to the appropriate environment (e.g., Venus Flytrap found in growing in boggy soil, cacti found in desert)	Identify adaptations of plants and animals (e.g., using short, simple sentences describe how a chosen plant or animal is adapted to its environment)	Identify adaptations of plants and animals (e.g., create an imaginary plant or animal and describe how they are adapted to their environment using complete sentences)	LS.4.4.1

Grades 3-5

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.LS.2.3-5.7 Illustrate the interdependence of organisms in an ecosystem using appropriate vocabulary	Identify various relationships between organisms within an ecosystem using visuals (e.g., point to examples of predators, prey, producers, consumers)	Label the role of various organisms within an ecosystem on a visual representation using a word bank (e.g., parasite, scavenger, decomposer)	Match pictures of various organisms to a short description of their relationship in an ecosystem, using sentence strips (e.g., parasites harm the host, predators eat prey)	Illustrate a food web describing the flow of energy using short, complete sentences	Illustrate the interdependence of organisms in an ecosystem using appropriate vocabulary (e.g., create a presentation describing the role of each organism in a food web)	LS.4.4.2 LS.4.5.5 LS.4.5.6 LS.4.5.7 LS.4.5.8 LS.4.5.9 LS.4.5.10 LS.4.5.11 LS.4.5.12 LS.4.5.13 LS.4.5.14 LS.4.5.15 LS.4.5.16 LS.4.5.17

Vocabulary: vertebrate, invertebrate, mammal, bird, fish, amphibian, reptile, mollusk, segmented worm, arthropod, body system, respiratory, muscular, digestive, circulatory, nervous, adaption, interdependence, ecosystem, cell theory, organism, cell wall, cell membrane, nucleus, cytoplasm, chloroplast, pigment, photosynthesis, cellular respiration, career, scientist, population, community, biosphere, terrestrial, aquatic, overgrazing, overpopulation, natural disaster, nonnative species, human impact, urban development, limiting factors, nitrogen cycle, carbon cycle, carbon dioxide-oxygen cycle, conservation of mass, food web, predator, prey, parasitism, producer, consumer, decomposer, scavenger, parasitism, mutualism, commensalism

Grades 3-5

Strand 3: Physical Science

Students shall demonstrate and apply knowledge of the properties of matter, the relationship between force and motion, and the transfer of energy.

- Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.PS.3.3-5.1 Use vocabulary related to properties of and changes in matter	Sort familiar objects based on physical properties (e.g., texture, magnetism,)	Group and label familiar objects according to physical properties of matter (e.g., texture, magnetism) and/or kinetic energy of matter (e.g., contraction, expansion)	Create a graphic organizer comparing the characteristics of objects according to physical properties (e.g., texture, magnetism) and/or states of matter (e.g., liquid, solid, gas, plasma) in an oral or written presentation	Use appropriate vocabulary related to properties of matter (e.g., compare texture, magnetism) and/or states of matter (e.g., liquid, solid, gas, plasma) in an oral or written presentation	Use vocabulary related to properties of and changes in matter (e.g., participate in class discussion, write lab description)	PS.5.3.1 PS.5.3.2 PS.5.3.3 PS.5.3.4 PS.5.4.1 PS.5.4.2 PS.5.4.3 PS.5.5.1 PS.5.5.2 PS.5.5.4 PS.5.5.5 PS.5.5.6 PS.5.5.7 PS.5.5.8 PS.5.5.9 PS.5.5.10

Grades 3-5

Strand 3: Physical Science

- Students shall demonstrate and apply knowledge of the properties of matter, the relationship between force and motion, and the transfer of energy.
- Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.
 - Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.
 - Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.PS.3.3-5.2 Use vocabulary related to motion and forces	Illustrate vocabulary related to motion and forces (e.g., draw picture of boy pushing toy car with arrows showing directions of force and motion)	Name motion and/or force represented in demonstration or visual (e.g., simple and compound machines, Newton's Laws, magnetic fields)	Identify examples of force and motion orally or using a word wall (e.g., amplitude, frequency, lever, pulley, inclined plane, potential and kinetic energy)	Perform a self-created song using vocabulary related to motion and forces.	Use vocabulary related to motion and forces (e.g., use everyday examples: a door is a lever; a car parked on a hill has potential energy)	PS.6.3.1 PS.6.3.2 PS.6.3.3 PS.6.4.1 PS.6.4.2 PS.6.5.1 PS.6.5.2 PS.6.5.3 PS.6.5.4 PS.6.5.5 PS.6.5.6 PS.6.5.7

Grades 3-5

Strand 3: Physical Science

Students shall demonstrate and apply knowledge of the properties of matter, the relationship between force and motion, and the transfer of energy.

- Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.PS.3.3-5.3 Use vocabulary related to energy and transfer of energy including light, heat, electricity, and magnetism	Match vocabulary related to light, heat, electricity and magnetism to a visual representation (e.g., reflect to a mirror, metal to conductor, transparent to clear glass)	Name examples of energy or transfer of energy represented in demonstration or visual	Illustrate examples of vocabulary related to energy and transfer of energy (e.g., diagram and explain what happens when light strikes a mirror using sentence strips)	Compare vocabulary related to energy and transfer of energy (e.g., foldable comparing transparent to opaque, Venn diagram comparing conductors and insulators)	Use vocabulary related to energy and transfer of energy including light, heat, electricity, and magnetism (e.g., science journal, lab write-up from lab comparing conductors and insulators)	PS.7.3.1 PS.7.3.2 PS.7.3.3 PS.7.3.4 PS.7.3.5 PS.7.3.6 PS.7.4.1 PS.7.4.2 PS.7.4.3 PS.7.5.1 PS.7.5.2 PS.7.5.3 PS.7.5.4 PS.7.5.5 PS.7.5.6 PS.7.5.7

Vocabulary: physical change, mass, solid, liquid, classify, chemical change, gases, wave motion, amplitude, frequency, pitch, tension, force, direction, reflect, refract, absorb, hydroelectric, coal, oil, natural gas, nuclear, solar, wind, conductors, insulators, simple circuit, touch/stroke method, atom, matter, physical property, length, mass, area, perimeter, texture, taste, odor, color, elasticity, heat, plasma, potential energy, kinetic energy, molecule, expansion, contraction, careers, simple machine, lever, pulley, inclined plane, ramp, wedge, screw, wheel and axle, transmission, scattering, light energy

Grades 3-5

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.3-5.1 Identify rocks, minerals, and natural resources	Identify rocks, minerals, and natural resources using nonverbal communication (e.g., pictures of rocks, soil, wood, salt)	Label examples of rocks, minerals, and natural resources (e.g., rocks, wood, soil, salt, water)	Sort rocks, minerals, or other natural resources by using short description of major characteristics (e.g., sentence strips)	Identify rocks, minerals, and natural resources (e.g., place hand in box, feel of item and describe orally or in writing)	Identify rocks, minerals, and natural resources (e.g., classify rocks based on physical properties and describe using short, complete sentences)	ESS.8.3.1 ESS.8.3.2 ESS.8.3.3 ESS.8.3.4 ESS.8.3.5 ESS.8.3.6 ESS.8.3.7 ESS.8.4.1 ESS.8.4.2 ESS.8.4.3 ESS.8.4.4 ESS.8.4.5 ESS.8.4.6 ESS.8.5.1 ESS.8.5.2 ESS.8.5.3 ESS.8.5.4 ESS.8.5.5 ESS.8.5.6 ESS.8.5.7 ESS.8.5.8 ESS.8.5.9 ESS.8.5.10

Grades 3-5

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.3-5.2 Illustrate the rock cycle	Identify vocabulary related to the rock cycle using nonverbal communication (e.g., point to soil, metamorphic, igneous, or sedimentary rock)	Match appropriate terms to the steps of the rock cycle (e.g., soil, metamorphic, igneous, sedimentary rock)	Identify characteristics of the rock cycle with support (e.g., describe rocks using sentence strips)	Illustrate the rock cycle in cooperative groups (e.g., create a descriptive poster of the 3 rock types)	Illustrate the rock cycle (e.g., present report or slide show on the rock cycle)	ESS.8.5.11 ESS.8.5.12 ESS.8.5.13
ELPS.ESS.4.3-5.3 Identify fossils and evidence of earth's history	Match pictures of fossils to the living form of the organism (e.g., leaf, fish, whale, horse)	Label picture of fossils with the name of the original organism (e.g., leaf, fish, whale, horse)	Label a timeline depicting the formation of a fossil (e.g., leaf, fish, whale, horse)	Identify fossils and evidence of earth's history (e.g., create a plaster mold of a fossil and use appropriate vocabulary to describe the process)	Identify fossils and evidence of earth's history (e.g., create a class presentation on fossils using appropriate vocabulary)	ESS.9.5.1 ESS.9.5.2 ESS.9.5.3

Grades 3-5

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.3-5.4 Identify various types of weather, weather-related natural disasters, and severe weather safety procedures	Identify pictures of weather, weather instruments, and severe weather procedures (e.g., point to the thermometer, point to the lightning)	Label pictures related to changes in weather over a specific period of time (e.g., label vocabulary on weather chart, poster, or graph)	Match weather vocabulary to the appropriate weather instrument (e.g., use short phrases to describe function of weather instruments)	Identify various types of weather, weather-related natural disasters, and severe weather safety procedures (e.g., weather journal, poster, presentation, graphic organizer)	Identify various types of weather, weather-related natural disasters, and severe weather safety procedures (e.g., present weather forecast to class, write about guest weatherman)	ESS.8.3.8 ESS.8.3.9 ESS.8.3.10 ESS.9.3.1 ESS.8.4.7 ESS.8.4.8 ESS.8.4.9 ESS.8.4.10 ESS.9.4.1

Grades 3-5

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.3-5.5 Illustrate the solar system and galaxies	Identify parts of the solar system (e.g., point to a planet, star, or moon)	Label parts of the solar system using simple vocabulary (e.g., use posted flags to identify the Earth, moon, and planets)	Role play the revolution of the planets around the sun and the rotation of the Earth on its axis using appropriate vocabulary	Illustrate the solar system and galaxies (e.g., create and label a model of the solar system or galaxy)	Illustrate the solar system and galaxies (e.g., using complete sentences explain how the solar system relates to an illustration or model)	ESS.10.3.1 ESS.10.3.2 ESS.10.3.3 ESS.10.5.1 ESS.10.5.2 ESS.10.5.3 ESS.10.5.4 ESS.10.5.5 ESS.10.5.6

Vocabulary: rock, mineral, fossil, soils, texture, pattern, metamorphic, igneous, sedimentary, physical properties, hardness, color, streak, luster, bauxite, novaculite, quartz crystal, diamond, bromine, crust, mantle, inner core, outer core, Ozark Plateau, Ouachita Mountains, Crowley's Ridge, Mississippi Alluvial Plain, Delta, Coastal Plain, Arkansas River Valley, natural resources, renewable, nonrenewable, water pollution, economy, farming, timber, tourism, hunting, fishing, mining, clear cutting, dredging, precipitation, evaporation, condensation, severe weather, natural disaster, barometer, weather vane, anemometer, erosion, glaciation, weathering, earthquakes, volcano, planet, orbit, rotation, day/night cycle, silicon, oxygen, iron, sodium, chlorine, calcium, carbon, hydrogen, aluminum, crystal, acid test, fluorescence, halite, feldspar, sulfur, quartz, diamonds, gypsum, calcite, talc, hematite, gold, silver, bauxite, quartz, galena, sedimentary, igneous, metamorphic, sedimentation, rock cycle, density, atmosphere, orbital path, surface, composition,

Grades 6-8

Strand 1: Nature of Science

Students shall demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.NS.1.6-8.1 Communicate observations, processes, and results related to scientific investigations	Identify pictorial representations of vocabulary related to a scientific investigation (e.g., mean, median, mode, range, data table)	Label processes related to scientific investigations (e.g., T-chart, pictographs, Venn diagram, bar or line graph, frequency table)	Illustrate observations in simple words or phrases that apply to scientific investigations (e.g., verbalize or write about an appropriate investigation)	Illustrate results of scientific investigation using short, complete sentences with support (e.g., science journal, sentence strips, word to word dictionary)	Communicate observations, processes, and results related to scientific investigations (e.g., oral presentation, slide show, video report or documentary)	NS.1.6.1 NS.1.6.2 NS.1.6.3 NS.1.6.4 NS.1.6.5 NS.1.6.6 NS.1.7.1 NS.1.7.2 NS.1.7.3 NS.1.7.4 NS.1.7.5 NS.1.7.6 NS.1.8.1 NS.1.8.2 NS.1.8.3 NS.1.8.4 NS.1.8.5 NS.1.8.6 NS.1.8.7 NS.1.8.8

Grades 6-8

Strand 1: Nature of Science

Students shall demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.NS.1.6-8.2 Identify vocabulary related to safety equipment and procedures in science	Identify pictures of safety equipment used in science classrooms (e.g., point to equipment being used appropriately)	Sort pictures of safe and unsafe lab activities (e.g., cards labeled safe and unsafe; verbalize safe or unsafe)	Identify unsafe lab activities (e.g., small group or whole group discussion using short, complete sentences)	Identify vocabulary related to safety equipment and procedures in science (e.g., sentence strips stating lab safety rules, posters, or pictures)	Identify vocabulary related to safety equipment and procedures in science (e.g., create a slide presentation on lab safety)	NS.1.6.5 NS.1.6.6 NS.1.7.5 NS.1.7.6 NS.1.8.6 NS.1.8.7 NS.1.8.8 NS.1.8.9 NS.1.8.10 NS.1.8.11
ELPS.NS.1.6-8.3 Identify vocabulary related to the formation of hypotheses, theories, and laws	Identify visual representations of theories and laws (e.g., law of gravity, theory of evolution, Big Bang Theory, Newton's laws of motion)	Label visual representations of hypotheses, theories, and laws (e.g., law of gravity, theory of evolution, Big Bang Theory, Newton's laws of motion)	Illustrate vocabulary related to the formation of hypotheses, theories, and laws (e.g., graphic organizers, sentence strips, role play)	Use vocabulary related to the formation of hypotheses, theories, and laws (e.g., in a cooperative group describe the formation of major theories and laws using short, complete sentences)	Identify vocabulary related to the formation of hypotheses, theories, and laws (e.g., independently conduct a scientific investigation and report the findings in a lab report)	NS.1.6.7 NS.1.6.8 NS.1.6.9 NS.1.7.7 NS.1.7.8 NS.1.7.9 NS.1.8.9 NS.1.8.10 NS.1.8.11

Vocabulary: Fire extinguisher, apron, gloves, eyewash station, chemical shower, hypothesis, replication, sample size, control, variable, independent variable, dependent variable, replication, theory, data, mean, median, mode, range, data table, bar graph, circle graph, line graph, stem and leaf plot, Venn Diagram, histogram, line of best fit, peer review, inference, modification, fact, opinion

Grades 6-8

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.I.S.2.6-8.1 Identify unicellular organisms	Identify pictures of unicellular organisms (e.g., bacteria and protists)	Label pictures of various unicellular organisms as prokaryotic or eukaryotic (e.g., bacteria as prokaryotic, amoeba as eukaryotic)	Classify various unicellular organisms using a word wall or sentence strips	Identify unicellular organisms (e.g., unicellular organisms found in a drop of pond water)	Identify unicellular organisms (e.g., create a report or slide show on various types of bacteria and/or protists)	LS.2.8.2 LS.2.8.3 LS.2.8.4 LS.2.8.7

Grades 6-8

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.LS.2.6-8.2 Illustrate hierarchical relationships of cells, tissues, organs, organ systems, and multi-cellular organisms	Identify pictures of cells, tissues, organs, and organ systems using visuals	Sequence pictures of cells, tissues, organs, organ systems, and multi-cellular organisms in hierarchical order with support	Label pictures of cells, tissues, organs, organ systems, and multi-cellular organisms in hierarchical order with word bank	Illustrate hierarchical relationships of cells, tissues, organs, organ systems, and multi-cellular organisms (e.g., in cooperative groups, observe or create a human anatomy model and label and describe examples of cells, tissues, organs, and organ systems using short, complete sentences)	Illustrate hierarchical relationships of cells, tissues, organs, organ systems, and multi-cellular organisms (e.g., independently create a descriptive poster illustrating the hierarchical relationship)	LS.2.6.2 LS.2.7.1 LS.2.8.1

Grades 6-8

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.I.S.2.6-8.3 Identify structure and function of human and plant systems	Identify plant and/or human systems (e.g., point to system using pictures)	Label plant and/or human systems using a word bank	Label the major function of human and/or plant systems with word bank or sentence strips	Identify structure and function of human and plant systems (e.g., in cooperative groups, observe or create a human or plant anatomy model and describe the function of each system using short, complete sentences)	Identify structure and function of human and plant systems (e.g., independently create a descriptive poster illustrating the functions of human or plant systems)	LS.2.6.3 LS.2.6.4 LS.2.7.2 LS.2.7.3 LS.2.7.4 LS.2.7.5 LS.2.6.5 LS.2.6.6 LS.2.6.7 LS.2.7.8 LS.2.7.9 LS.2.8.6 LS.2.8.8

Grades 6-8

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.I.S.2.6-8.4 Identify scientific breakthroughs and life science careers	Identify scientific breakthroughs or life science careers (e.g., point to pictures representing various careers)	Label pictures of scientific careers or breakthroughs in life science (e.g., veterinarian, doctor, ecologist)	Illustrate a career or scientific breakthrough in life science using words from a word wall (e.g., in-vitro fertilization, selective breeding techniques)	Illustrate a career or scientific breakthrough in life science (e.g., write a short report on a chosen career using simple, complete sentences)	Identify scientific breakthroughs and life science careers (e.g., present report on adaptations in Darwin's finches)	LS.2.6.8 LS.2.7.10 LS.2.8.9 LS.3.6.8 LS.3.7.11 LS.3.8.11 LS.3.8.17
ELPS.I.S.2.6-8.5 Identify inherited characteristics	Illustrate common traits using pictures of related people or animals (e.g., point common hair or eye colors; common color patterns in animals)	Classify common traits as dominant or recessive using visuals (e.g., tall trait in pea plants is dominant; short trait in pea plants is recessive)	Label dominant and recessive traits using a simple Punnett square	Identify inherited characteristics (e.g., construct a simple Punnett square and describe the genotype and phenotype of each parent using short, complete sentences)	Identify inherited characteristics (e.g., predict the outcome of a simple genetic cross verbally or in writing)	LS.3.6.1 LS.3.6.2 LS.3.6.3 LS.3.8.1 LS.3.8.2 LS.3.8.3 LS.3.8.4 LS.3.8.5 LS.3.8.6 LS.3.8.8 LS.3.8.10

Grades 6-8

Strand 2: Life Science

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.LS.2.6-8.6 Illustrate asexual and sexual reproduction in plants and vertebrates	Sort visuals of organisms based on whether they reproduce asexual or sexual	Identify examples of asexual and sexual reproduction using a word wall	Classify examples of asexual and sexual reproduction using a graphic organizer	Illustrate asexual and sexual reproduction in plants and vertebrates (e.g., describe the function of each of the major parts of a flower using short, complete sentences)	Illustrate asexual and sexual reproduction in plants and vertebrates (e.g., draw the development of a chicken embryo and describe using appropriate vocabulary)	LS.3.7.1 LS.3.7.2 LS.3.7.3 LS.3.7.4 LS.3.7.5 LS.3.7.8 LS.3.7.9 LS.3.7.10 LS.3.8.9
ELPS.LS.2.6-8.7 Identify behavioral and structural adaptations	Match an adaptation to a particular animal using visuals	Label structural adaptations of animals and plants (e.g., teeth, thorns, wings, beaks)	Label examples of innate and learned behavior using sentence strips or word wall (e.g., imprinting, using tools, web spinning)	Classify animals according to behavioral adaptations using short, complete sentences (e.g., migration, hibernation, estivation)	Identify behavioral and structural adaptations (e.g., create a class or group presentation on the adaptations of organisms in a chosen habitat)	LS.3.7.12 LS.3.8.13 LS.3.8.14 LS.3.8.15 LS.3.8.16

Grades 6-8

Strand 2: Life Science Living Systems

Students shall demonstrate and apply knowledge of the structure and function of organisms and living systems.

- Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology
- Students shall demonstrate and apply knowledge of life cycles, reproduction, and heredity using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of populations and ecosystems using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPS.I.S.2.6-8.8 Illustrate the process of evolution	Identify evidence of evolution using visuals (e.g., fossil record, adaptations)	Label processes related to evolution using visuals (e.g., diversity of species, natural selection, extinction, fossil record)	Sequence the process of evolution using sentence strips	Illustrate the process of evolution (e.g., depicting natural selection and describe using short, complete sentence)	Illustrate the process of evolution (e.g., create a class or group presentation on the evolution of a species)	LS.3.7.12 LS.3.8.13 LS3.8.14 LS.3.8.15 LS.3.8.16

Vocabulary: cell, tissue, muscle, blood, skin, xylem, phloem, organ, heart, lung, kidney, eye, ear, skin, teeth, organ system, vertebrate, angiosperm, protist, bacteria, unicellular, multi-cellular, dichotomous key, leaves, roots, stems, flowers, oxygen, waste removal, body system, nervous, digestive, circulatory, respiratory, excretory, integumentary, skeletal, muscular, endocrine, reproductive, eukaryotic, prokaryotic, taxa, selective breeding, adaptations, fertilization, genetic, sperm cell, egg cell, sexual reproduction, embryo, gene, dominant trait, recessive trait, Punnett square, genotype, phenotype, asexual reproduction, chromosome, body cell, sex cell, hibernation, estivation, tropism, territorial behavior, migration, imprinting, innate behavior, learned behavior, homeostasis, evolution, natural selection, extinction, mimicry, fossil record, competition

Grades 6-8

Strand 3: Physical Science

Students shall demonstrate and apply knowledge of the properties of matter, the relationship between force and motion, and the transfer of energy.

- Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.PS.3.6-8.1 Use vocabulary related to properties of and changes in matter	Match vocabulary related to matter to an appropriate visual in cooperative groups or pairs (e.g., physical change to melting ice)	Label groups of matter according to physical and chemical properties or atomic structure	Sort characteristics of matter a (e.g., create a graphic organizer comparing physical and chemical properties or physical and chemical changes or atomic structures of elements)	Use vocabulary related to properties of and changes in matter (e.g., create an oral or written presentation comparing physical and chemical properties or physical and chemical changes or atomic structures of elements)	Use vocabulary related to properties of and changes in matter (e.g., write a complete lab report)	PS.5.6.1 PS.5.6.2 PS.5.6.3 PS.5.6.4 PS.5.6.4 PS.5.6.5 PS.5.6.6 PS.5.6.7 PS.5.6.8 PS.5.6.9 PS.5.6.10 PS.5.7.1 PS.5.7.2 PS.5.7.3 PS.5.7.4 PS.5.7.4 PS.5.7.5 PS.5.7.6 PS.5.7.7 PS.5.7.8 PS.5.7.9 PS.5.6.10

Grades 6-8

Strand 3: Physical Science

- Students shall demonstrate and apply knowledge of the properties of matter, the relationship between force and motion, and the transfer of energy.
- Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.
 - Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.
 - Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.PS.3.6-8.2 Use vocabulary related to motion and forces	Illustrate motion and forces by creating a foldable depicting vocabulary (e.g., simple and compound machines, Newton's Laws, magnetic forces)	Label examples of motion and/or force represented in a demonstration or visual (e.g., simple and compound machines, Newton's Laws, magnetic forces)	Identify examples of force and motion orally (e.g., simple and compound machines, Newton's Laws, magnetic forces)	Create an oral or written presentation using vocabulary related to motion and force (e.g., song, story, puppet show, video, commercial, skit, slide show)	Use vocabulary related to motion and forces (e.g., real-life situations: amusement parks, simple and compound machines that are part of a school bus)	PS.6.6.1 PS.6.6.2 PS.6.6.3 PS.6.6.4 PS.6.6.4 PS.6.6.5 PS.6.6.6 PS.6.6.7 PS.6.6.8 PS.6.6.9 PS.6.6.10 PS.6.7.1 PS.6.7.2 PS.6.7.3 PS.6.7.4 PS.6.7.5 PS.6.7.6 PS.6.8.1 PS.6.8.2 PS.6.8.3 PS.6.8.4 PS.6.8.5

Grades 6-8

Strand 3: Physical Science

- Students shall demonstrate and apply knowledge of the properties of matter, the relationship between force and motion, and the transfer of energy.
- Students shall demonstrate and apply knowledge of matter, including properties and changes, using appropriate safety procedures, equipment, and technology.
 - Students shall demonstrate and apply knowledge of motion and forces using appropriate safety procedures, equipment, and technology.
 - Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels				Science SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
<p>ELPS.PS.3.6-8.3</p> <p>Use vocabulary related to energy and transfer of energy</p> <ul style="list-style-type: none"> • light • heat • electricity • magnetism 	<p>Match vocabulary to appropriate visuals in cooperative groups or pairs (e.g., sun is solar energy, fireflies convert chemical energy into light energy)</p>	<p>Name examples of energy represented in a demonstration or visual (e.g., pictures of alternative energy sources)</p>	<p>Identify orally examples of energy and transfer of energy (e.g., hair dryer uses electrical energy that is converted to heat energy)</p>	<p>Use vocabulary related to energy and transfer of energy</p> <ul style="list-style-type: none"> • light • heat • electricity • magnetism <p>(e.g., create a foldable comparing chemical, mechanical, electromagnetic, thermal, and nuclear energy)</p>	<p>Use vocabulary related to energy and transfer of energy</p> <ul style="list-style-type: none"> • light • heat • electricity • magnetism <p>(e.g., science journal, lab write-up from lab comparing series and parallel circuits)</p>	<p>PS.7.6.1</p> <p>PS.7.6.2</p> <p>PS.7.6.3</p> <p>PS.7.6.4</p> <p>PS.7.6.5</p> <p>PS.7.7.1</p> <p>PS.7.7.2</p> <p>PS.7.7.3</p> <p>PS.7.7.4</p> <p>PS.7.7.5</p> <p>PS.7.7.1</p> <p>PS.7.7.2</p> <p>PS.7.7.3</p> <p>PS.7.7.4</p> <p>PS.7.7.5</p> <p>PS.7.8.1</p> <p>PS.7.8.2</p> <p>PS.7.8.3</p> <p>PS.7.8.4</p> <p>PS.7.8.5</p> <p>PS.7.8.6</p> <p>PS.7.8.7</p> <p>PS.7.8.8</p> <p>PS.7.8.9</p> <p>PS.7.8.10</p>

Grades 6-8

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.6-8.1 Illustrate the Earth's structure and the effects of internal forces	Illustrate layers of the earth, volcanoes, mountains, and earthquakes with visual support	Match vocabulary to illustrations of the layers of the earth, volcanoes, mountains, and earthquakes with visual support (e.g., word games)	Model the layers of the earth, volcanoes, mountains, and earthquakes while expressing short phrases pertaining to each	Illustrate the Earth's structure and the effects of internal forces (e.g., labeled poster showing formation of volcanoes)	Illustrate the Earth's structure and the effects of internal forces (e.g., slide show showing cause of earthquakes, process of mountain building, or formation of volcanoes)	ESS.8.6.1 ESS.8.6.2 ESS.8.6.3 ESS.8.6.4 ESS.8.6.5 ESS.8.6.6 ESS.8.6.7 ESS.8.6.8 ESS.8.6.9 ESS.8.6.10 ESS.8.6.11 ESS.8.6.12 ESS.8.6.13 ESS.8.6.14 ESS.8.6.15

Grades 6-8

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.6-8.2 Identify characteristics of the atmosphere and weather patterns	Identify vocabulary words from a text related to properties of the atmosphere and weather with visual support (e.g., point to word, use word to word dictionary)	Verbalize single words that describe the atmosphere and weather patterns	Interview classmates in a group setting to discuss the atmosphere and weather patterns	Identify characteristics of the atmosphere and weather patterns using simple sentences (e.g., create a song, story, or rap)	Identify characteristics of the atmosphere and weather patterns (e.g., research weather patterns and write a report or create a slide show)	ESS.8.7.1 ESS.8.7.2 ESS.8.7.3 ESS.8.7.4 ESS.8.7.5 ESS.8.7.6 ESS.8.7.7 ESS.8.7.8 ESS.8.7.9 ESS.8.7.10 ESS.8.7.11 ESS.8.7.12 ESS.8.7.13 ESS.8.7.14 ESS.8.7.15

Grades 6-8

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.6-8.3 Identify effects of external forces such as global warming, ocean currents, erosion, and weathering	Match vocabulary words to visuals of the effects of external forces such as global warming, ocean currents, erosion, and weathering (e.g., word wall)	Identify effects of external forces such as global warming, ocean currents, erosion, and weathering with visual support (e.g., pictures, textbook)	Identify effects of external forces such as global warming, ocean currents, erosion, and weathering (e.g., sentence strips matched to visual, word to word dictionary)	Identify effects of external forces such as global warming, ocean currents, erosion, and weathering in cooperative groups (e.g., label surface features on a topographical map)	Identify effects of external forces such as global warming, ocean currents, erosion, and weathering (e.g., present speech, slide show, or report)	ESS.8.8.1 ESS.8.8.2 ESS.8.8.3 ESS.8.8.4 ESS.8.8.5 ESS.8.8.6 ESS.8.8.7 ESS.8.8.8 ESS.8.8.9 ESS.8.8.10 ESS.8.8.11

Grades 6-8

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.6-8.4 Illustrate the water cycle, greenhouse effect, and soil profiles	Identify vocabulary related to the water cycle, greenhouse effect or soil profiles using visuals	Match vocabulary words related to visuals of the water cycle, greenhouse effect or soil profiles	Illustrate the water cycle, greenhouse effect, and soil profiles (e.g., label the steps of the water cycle, label a diagram of showing the greenhouse effect, label soil profiles)	Illustrate the water cycle, greenhouse effect, and soil profiles (e.g., draw the water cycle and describe each step using short sentences)	Illustrate the water cycle, greenhouse effect, and soil profiles (e.g., present report, slide presentation, transparency overlay, or poster)	ESS.8.7.16 ESS.8.7.17 ESS.8.7.18 ESS.8.7.19 ESS.8.7.20 ESS.8.7.21 ESS.8.8.12 ESS.8.8.13 ESS.8.8.14 ESS.8.8.15 ESS.8.8.16 ESS.8.8.17 ESS.8.8.18 ESS.8.8.19 ESS.8.8.20

Grades 6-8

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.6-8.5 Identify vocabulary related to the processes that have changed Earth's surface	Identify appropriate vocabulary to visuals (e.g., point to rock layers, volcano, erosion, compass, weathering)	Match appropriate vocabulary to visual representations (e.g., point to rock layers, erosion, compass, weathering)	Label diagram of processes that have changed Earth's surface using short phrases from a word bank (e.g., volcano, earthquake, weathering, faulting)	Identify vocabulary related to the processes that have changed Earth's surface using short sentences (e.g., create and play games such as Clue, What am I?, riddles)	Identify vocabulary related to the processes that have changed Earth's surface (e.g., create songs, slide show presentations, schoolhouse rock rhymes)	ESS.9.6.1 ESS.9.6.2 ESS.9.6.3 ESS.9.7.1 ESS.9.7.2 ESS.9.7.3 ESS.9.7.4 ESS.9.7.5 ESS.9.8.1 ESS.9.8.2 ESS.9.8.3 ESS.9.8.4

Grades 6-8

Strand 4: Earth and Space Science

Students shall demonstrate and apply knowledge of Earth's systems and history as well as objects in the universe.

- Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of Earth's history using appropriate safety procedures, equipment, and technology.
- Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

ELP Student Learning Expectation	Student Proficiency Levels					Science SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPS.ESS.4.6-8.6 Illustrate the solar system and galaxies	Identify the cause of day and night using visuals	Illustrate the cause of planetary years (e.g., label a model of the solar system using appropriate vocabulary)	Illustrate the effect of the moon on tides using a word wall or sentence strips (e.g., draw and label examples of high tides, low tides, spring tides, and neap tides)	Illustrate the solar system and galaxies (e.g., create a model of the solar system and describe the characteristics of each planet using short, complete sentences)	Illustrate the solar system and galaxies (e.g., using complete sentences compare the terms galaxy and universe)	ESS.10.6.1 ESS.10.6.2 ESS.10.6.3 ESS.10.6.4 ESS.10.6.5 ESS.10.6.6 ESS.10.6.7 ESS.10.6.8 ESS.10.6.9 ESS.10.7.1 ESS.10.7.2 ESS.10.7.3 ESS.10.7.4 ESS.10.7.5 ESS.10.7.6 ESS.10.8.1 ESS.10.8.1 ESS.10.8.2 ESS.10.8.3 ESS.10.8.4 ESS.10.8.5 ESS.10.8.6 ESS.10.8.7 ESS.10.8.8 ESS.10.8.9

Vocabulary: crust, mantle, inner core, outer core, convection lithosphere, volcano, eruption, climate, atmosphere, Coriolis effect, jet stream, solar energy, humidity, air pressure, global warming, weather, temperature, ocean, Gulf Stream, Atlantic Currents, California Current, landform, mountain, plateaus, plains, constructive force, deposition, erosion, weathering, crustal deformation, trench, island, Ozark Plateau, Crater of Diamonds, Ouachita Mountains, New Madrid Fault, anemometer, barometer, sling psychrometer, thermometer, weather chart, canyon, delta, valleys, swamps, Gulf Coastal Plain, Arkansas River Valley, Mississippi Alluvial Plain, delta, Crowley's Ridge, earthquake, tsunami, flood, thunderstorm, tornadoes, hurricanes, cyclone, typhoon, drought, acid precipitation, topographic, Mediterranean-Trans-Asiatic, Circumpacific, seismograph, Richter scale, mid-ocean ridge, Earth's axis, acid precipitation, gravity, water cycle, ground water, cloud formation, greenhouse, effect, global warming, meteor, organic, inorganic, soil profile, nutrient, nitrogen, phosphorus, potassium, soil permeability, fossil record, rock sequencing, coastline, plate tectonics, compass, North pole, South pole, magnetic reversal, molten, uplift, igneous intrusion, folding, faulting, sedimentary rock, law of superposition, law of cross-cutting, astronomer, solar system comet, day, night, planetary year, season, rotation, revolution, tide, spring tide, neap tide, galaxy, universe

Glossary for K-8 Science Curriculum Framework

Absorption	When white light wave passes through a substance the energy of certain colors may be taken in by the substance and converted to a different form of energy
Acid precipitation	Rain or snow produced when gases, released by burning fossil fuels, mix with water in the air
Adaptation	Any structure or behavior that helps an organism survive in its environment; develops in a population over a long period of time
Amplitude	The distance between a wave's midpoint and its crest or trough
Anemometer	A device used to measure wind speed
Angiosperm	A flowering plant with seeds enclosed in a fruit such as an apple
Asexual reproduction	A type of reproduction in which a new organism is produced from one parent
Atmosphere	The mixture of gases, solids, and liquids that surrounds a celestial body
Atom	Smallest unit of matter that cannot be broken down by chemical means
Axis	The imaginary line through Earth's center from the North Pole to the South Pole
Barometer	An instrument for measuring air pressure
Biomass	Organic material from plants or animals that is used to produce energy
Biosphere	All parts of Earth where life exists
Carbon cycle	The flow of carbon through Earth's ecosystems
Carbon dioxide-oxygen cycle	The flow of carbon dioxide and oxygen through Earth's ecosystems
Carnivore	An animal that feeds on other animals
Carrying capacity	The largest number of individuals that an environment can support over time
Cell	The smallest unit of an organism that can perform life functions
Cellular respiration	The process by which cells break down organic molecules to release energy required for cell processes
Cell theory	The major theory that the cell is the basic unit of life; organisms are made up of one or more cells; and all cells come from other living cells
Chemical change	Any change where one or more of the original materials changes into other materials
Chemical property	Characteristic of a substance that allows it to change to a new substance
Cirrus	A cloud that is thin, feathery, and high in the sky, usually associated with sunny weather
Clay	A sedimentary material with grains smaller than 0.002 mm in diameter
Climate	Average of weather conditions in a given area over a period of years
Closed Circuit	Circuit having a complete path for current flow
Comet	A ball of ice, rock, and frozen gases that orbits the sun
Commensalism	A symbiotic relationship that benefits one partner but not the other
Communication	An exchange of information from one organism to another

Community	All of the populations of different species that live in the same place at the same time and interact with each other
Compound machines	Combination of two or more simple machines
Compound	Pure substance produced when two or more elements combine and whose properties are different from the elements from which it is formed
Compression	Process of being pressed together
Cumulus	A cloud that looks like puffy white cotton, usually associated with fair weather
Conductors	Materials that transfer energy from one particle to another
Conifer	A tree that produces seeds in cones and has needle-like leaves
Conservation of matter (mass)	Law that states that matter is neither created nor destroyed, only changed in form
Consumer	Organism that cannot make its own food
Control	In an experiment, the standard for comparison
Convection	Transfer of thermal energy through liquid and gases
Complete metamorphosis	Complete reorganization of the tissues of an animal during its life cycle from egg to larva to pupa to adult, usually involving the addition of legs and wings
Coriolis effect	Force that changes the direction of solids, liquids, and gases to the right in the northern hemisphere and to the left in the southern hemisphere as a result of earth's rotation
Crustal deformation	Alteration of Earth's crust by forces applied by the movement of the tectonic plates
Decomposer	Organisms that break down and absorb nutrients from dead organisms
Density	The amount of mass in a given volume ($D=m/v$)
Dependent variable	Factor being measured in an experiment, found on the vertical or Y-axis on a graph
Deposition	The dropping of sediment from wind or water
Dichotomous key	System used for identifying plants, animals, rocks, or minerals that is made up of a series of paired descriptions to choose between
Dominant trait	Form of a trait that masks another form of the same trait
Earthquake	A sudden movement of Earth's crust caused by the release of stress accumulated along geologic fault lines or by volcanic activity
Ecosystem	Populations interacting with the living and non-living parts of the environment
Egg	The female sex cell
Electricity	The interaction of electric charges
Electromagnet	A temporary magnet made by passing electric current through a wire coiled around an iron bar
Elements	A pure substance that is made of only one kind of atom
Embryo	Fertilized egg that has begun to divide
Embryonic development	The growth of a fertilized egg from a single cell to multi-cells

Empirical evidence	Data that can be detected, observed, or measured
Endothermic	A chemical reaction in which more energy is taken in than given off
Energy	The capacity to cause change and do work
Environment	The surroundings and conditions in which an organism lives
Erosion	Transportation of soil and rock by wind, water, gravity, and ice
Estivation	An adaptation for survival in hot, dry weather during which an animal becomes inactive and all body processes slow down
Eukaryote	Cell with a nucleus
Evaporation	To change from a liquid into a gas
Exothermic	A chemical reaction in which more energy is given off than is taken in
Experimental design	The design of a suitable experiment to test a hypothesis
Extinction	The dying out of an entire species
Fault	A crack in Earth's crust along which rock moves
Field force	A force applied without physical contact
Field study	Planned small or large group activities that provide opportunities for students to practice skills in a variety of settings other than an actual classroom; conducting scientific investigations in a natural setting
Force	Any push or pull that tends to produce a change in the speed or direction of motion of an object
Fossil	The preserved remains or traces of an organism that lived in the past
Fossil fuels	Fuel such as coal, natural gas, or oil that formed underground millions of years ago from decaying organic matter
Frequency	The number of complete waves that pass a given point in a given amount of time
Friction	A force that opposes motion whenever two surfaces rub against each other
Galaxy	A large system of stars moving together through space
Gene	A section of DNA that controls specific cell activities and characteristics of every organism
Geothermal energy	Heat energy below Earth's surface
Glaciation	Any change in the landscape caused by glacial movement
Global warming	An increase in Earth's temperature caused by gases in the atmosphere that trap heat
Gravity	The force of attraction that exists between any two objects
Greenhouse effect	The natural heating process caused when gases trap heat in the atmosphere
Habitat	The place in an ecosystem where an organism lives
Heat	The transfer of thermal energy
Herbivore	An animal that eats only plants
Hibernation	An adaptation for winter survival during which an animal becomes inactive and all body processes slow down
Homeostasis	The process by which an organism's internal environment is kept stable in spite of changes in the external environment

Humidity	Water vapor in the air
Humus	Material in the soil that formed from decayed plant and animal matter
Hydroelectric	Production of electricity by flowing water
Hypothesis	Explanation for a question or a problem that can be formally tested
Igneous	Rock formed by the solidification of magma or lava
Igneous intrusion	A body of solidified magma intruded into rock layers
Imprinting	A process in which newly hatched birds or newborn mammals learn to follow the first object they see
Incomplete metamorphosis	The life cycle of an animal, such as the grasshopper, whose form does not change substantially through its life stages from egg to nymph to adult
Independent variable	The one factor changed in an experiment; represented on the horizontal or X-axis of a graph
Innate behavior	Behavior that an organism is born with and does not have to learn
Inorganic	Not alive and none of its components have ever been alive
Insulators	Materials that prevent the transfer of energy
Invertebrate	An animal without a backbone
Jet stream	Narrow belt of strong winds near the top of the troposphere
Kinetic energy	Energy of motion
Lab activities	Inquiry-based scientific investigations
Law	A descriptive generalization about how some aspect of the natural world behaves under stated circumstances, often stated in the form of a mathematical equation
Law of conservation of momentum	The rule that, in the absence of outside forces, the total momentum of objects in an interaction does not change
Learned behavior	Behavior that an organism is not born with and must acquire
Light minute	The distance that light travels in one minute
Light year	The distance that light travels in one year
Limiting factor	Any living or non-living factor that restricts the number of individuals in a population
Lithosphere	The crust and the rigid upper mantle that is broken into plates
Living	Anything that is or has ever been alive
Longitudinal wave	A wave in which the particles vibrate parallel to the direction of wave motion
Lunar eclipse	A darkening of the moon when passed through Earth's shadow
Magnetic reversal	Earth's magnetic field reverses and the poles switch places
Magnetism	The force associated with some motion of electrical charges or by the field of force produced by a magnet
Mass	A measure of the amount of matter in an object (K-4 uses weight interchangeably)
Matter	Anything that has mass and occupies space
Metal	An element that conducts heat and electricity

Metamorphic	Rock formed by the effect of heat, pressure, and chemical action on other rocks
Meteor	A rock from space that is burning up in the atmosphere (commonly referred to as a falling star)
Microwave energy	A wavelength of energy in the electromagnetic spectrum
Migration	The instinctive seasonal movement of animals
Mimicry	The structural adaptation involved in some species where one species resembles another
Mixture	The combination of two or more substances that have not chemically combined
Molecule	The combination of atoms chemically bonded together
Moon phase	A change in appearance of the moon as it revolves around Earth
Mutualism	A symbiotic relationship that benefits both partners
Natural resources	Minerals, fossil fuels, trees, and other valuable materials that occur naturally
Natural selection	The idea that those organisms best adapted to their environment will be the ones most likely to survive and reproduce
Neap tide	During the first and last quarter moon phases, the tides are not as high or not as low as a normal tide
Newton	The metric unit for forces (Newton)
Non-living	Anything that is not now or never has been alive
Nuclear energy	The potential energy stored in the nucleus of an atom
Nucleus	The control center of the cell
Nutrients	The substance in food that produces energy and materials for life activities
Omnivore	An animal that eats both plants and animals
Opaque	Does not allow light to pass through
Open circuit	A break in the conductive path so that no current flows
Orbit	The path an object follows as it revolves around another object
Organ	Structures made up of different types of tissues that work together to do a certain job
Organ system	System made up of different types of organs to do a certain job
Organic	Anything that is or has ever been alive
Organism	A living thing
Parallel circuit	A circuit that provides more than one path for the electrical current to follow
Parasitism	A symbiotic relationship in which one organism benefits and the other is harmed
Periodic table	Organizational chart of the elements
Phloem	Tubes that move food in plants
Physical property	Characteristic that can be observed or measured
Pitch	How high or low a sound is
Planetary year	The length of time it takes a planet to orbit the sun
Plate tectonics	Theory which states that pieces of Earth's crust are moving around on the mantle
Population	All the members of one species in a particular area

Potential energy	Stored energy
Precipitation	Any form of water that falls to the earth
Predator	Any animal that hunts and kills other animals for food
Prey	An animal that a predator feeds upon
Producer	An organism that makes its own food
Prokaryote	Organism without a nucleus
Proton	Positively charged particle in an atom's nucleus
Punnett Square	A tool that can show how genes combine
Radiation	Transfer of thermal energy as waves
Reactivity	The ability of a substance to go through a chemical change
Recessive trait	Physical characteristic resulting when no dominant gene is present
Reflect/reflection	Change in the direction of a light ray as it bounces off an object
Refract/refraction	A bending of a light ray when it passes at an angle from one transparent substance into another transparent substance in which its speed is different (such as when it passes through air into water)
Reproduction	The production of offspring by an organism
Richter scale	A scale that measures the amount of energy released by an earthquake
Sand	A sedimentary material finer than a granule and coarser than silt, with grains between 0.06 mm and 2.0 mm in diameter
Scatter plot	A graph with one point for each item being measured
Scavenger	An animal that feeds on the bodies of dead organisms
Sedimentary rocks	Rock formed in layers from sediment
Seismograph	Instrument which detects and records earthquakes
Selective breeding	The process of selecting a few organisms with desired traits to serve as parents of the next generation
Series circuit	Having only one path for electrons to flow
Sexual reproduction	The joining of a male sperm cell and a female egg cell
SI units	International System of Units metric system
Silt	A sedimentary material consisting of very fine particles intermediate in size between sand and clay with grains between 0.002 mm and 0.05 mm in diameter
Simple machine	Machine that works with only one motion
Sling psychrometer	Instrument used to measure relative humidity
Soil profile	Layers of soil in an area
Solar eclipse	An alignment of the sun, moon, and Earth where the moon blocks the sun from Earth's view
Solar energy	Radiant energy that comes from the sun

Solar system	A star that is orbited by a group of planets, comets, and other objects
Solubility rate	Speed at which a substance dissolves
Solute	A substance that is dissolved
Solution	A mixture in which the particles of each substance are mixed evenly
Solvent	A substance that dissolves other materials
Species	A group of similar organisms whose members successfully reproduce among themselves
Speed	The distance that an object moves in a certain period of time $s = d/t$
Sperm	The male sex cell
Spring tide	During the full moon and new moon phases, high tides are higher and lower than normal
Stability	The condition where a substance does not go through chemical changes easily
Stratus	A long, layered cloud
Structural adaptation	Adaptation that involves body parts or color
Temperature	Measure of the average motion of the particles in a substance (heat)
Tension	A stress created by pulling
Territorial behavior	Activities associated with the defense of an area
Theory	A unifying explanation that has the ability to explain what has been observed; predict what has not yet been observed; be tested further by experimentation; be modified as required by the acquisition of new data; be modified only with compelling empirical evidence, verification, and peer review; be supported by sufficient empirical evidence to make abandonment unlikely
Thermometer	Instrument used to measure temperature
Tissues	Group of similar cells that work together
Translucent	Describes matter that allows, some, but not all, of the light that hits it to pass through, and that scatters some light
Transparent	The ability of light to pass through without refraction
Transverse wave	A wave in which the particles vibrate at right angles to the direction of the wave
Tropism	The response of a plant to something in its environment
Variable	Measurable factor, characteristic, or attribute of an individual or a system
Vertebrate	Animals with a backbone
Water cycle	The movement of water through Earth's ecosystems
Wavelength	Distance between any point on one wave to a corresponding point on the next wave, such as crest to crest or trough to trough
Weathering	The breakdown of a material into smaller and smaller pieces by mechanical or chemical means
Weight	The downward pull of gravity on an object (K-4 uses mass interchangeably)
White light	Contains all the colors of the visible spectrum (colors of the rainbow)
Xylem	Vessels in a plant that carry water and nutrients from the roots to the leaves

**English Language Proficiency Framework
Connections
for
Biology**

Spring 2009

English Language Proficiency Framework

Biology

Strand	Content Standard
Molecules and Cells	<ol style="list-style-type: none"> 1. Students shall demonstrate an understanding of the role of chemistry in life processes. 2. Students shall demonstrate an understanding of the structure and function of cells. 3. Students shall demonstrate an understanding of how cells obtain and use energy (energetics).
Heredity and Evolution	<ol style="list-style-type: none"> 4. Students shall demonstrate an understanding of heredity. 5. Students shall investigate the molecular basis of genetics. 6. Students shall examine the development of the theory of biological evolution.
Classification and the Diversity of Life	<ol style="list-style-type: none"> 7. Students shall demonstrate an understanding that organisms are diverse.
Ecology and Behavioral Relationships	<ol style="list-style-type: none"> 8. Students shall demonstrate an understanding of ecological and behavioral relationships among organisms. 9. Students shall demonstrate an understanding of the ecological impact of global issues.
Nature of Science	<ol style="list-style-type: none"> 10. Students shall demonstrate an understanding that science is a way of knowing. 11. Students shall design and safely conduct a scientific inquiry to solve valid problems. 12. Students shall demonstrate an understanding of current life science theories. 13. Students shall use mathematics, science equipment, and technology as tools to communicate and solve life science problems. 14. Students shall describe the connections between pure and applied science. 15. Students shall describe various life science careers and the training required for the selected career.

Strand 1: Molecules and Cells

Students shall use scientific language to develop knowledge of the role of chemistry in life processes, the structure and function of cells, and the ways cells obtain and use energy.

- Students shall demonstrate an understanding of the role of chemistry in life processes.
- Students shall demonstrate an understanding of the structure and function of cells.
- Students shall demonstrate an understanding of how cells obtain and use energy (energetics).

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Role of Chemistry	ELPB.1.HS.1 Identify vocabulary related to chemical reactions significant to life processes	Identify visuals or samples of foods containing the major groups of organic compounds, with support (e.g., point to bread in response to carbohydrate)	Match visuals representing the various properties of water to the appropriate term, with support (e.g., picture of water strider insect to surface tension; picture of water droplets condensed on a glass to adhesion)	Illustrate chemical reactions that are significant of life processes, with limited support (e.g., draw examples of the properties of water and describe using short phrases)	Categorize organic compounds based on their function using short phrases (e.g., enzymes are proteins that speed up reactions)	Identify vocabulary related to chemical reactions significant to life processes (e.g., write lab report describing tests for organic compounds)	MC.1.B.1 MC.1.B.2 MC.1.B.3 MC.1.B.4
Structure & Function	ELPB.1.HS.2 Illustrate cell structures and functions	Identify structures in plant and animal cells, with support (e.g., point to cell membrane, chloroplast, ribosome)	Match visuals of cell structures to appropriate vocabulary with support (e.g., cell membrane, nucleus, cytoplasm)	Match visuals of cell structures to their function using short phrases, with support (e.g., sentence strips, word wall)	Illustrate vocabulary related to the main events of the cell cycle, with limited support (e.g., draw and describe the steps of mitosis using short phrases)	Illustrate cell structures and functions (e.g., diagram and describe active and passive transport using short, complete sentences)	MC.2.B.1 MC.2.B.2 MC.2.B.3 MC.2.B.4 MC.2.B.5 MC.2.B.6 MC.2.B.7 MC.2.B.8 MC.2.B.9 MC.2.B.10 MC.2.B.11

Strand 1: Molecules and Cells

Students shall use scientific language to develop knowledge of the role of chemistry in life processes, the structure and function of cells, and the ways cells obtain and use energy.

- Students shall demonstrate an understanding of the role of chemistry in life processes.
- Students shall demonstrate an understanding of the structure and function of cells.
- Students shall demonstrate an understanding of how cells obtain and use energy (energetics).

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Use of Energy	ELPB.1.HS.3 Identify vocabulary related to how cells use and obtain energy	Identify visual representations of photosynthesis and cellular respiration, with support	Label visual examples of cellular energy processes, with support (e.g., photosynthesis, aerobic respiration, lactic acid fermentation, alcoholic fermentation)	Create a graphic organizer comparing photosynthesis and aerobic respiration, with limited support (e.g., foldable, Venn Diagram, T-chart)	Illustrate the processes of aerobic and anaerobic respiration in cooperative groups (e.g., diagram both processes and write an explanatory statement using short, complete sentences)	Identify vocabulary related to how cells use and obtain energy (e.g., write a lab report on results of alcoholic fermentation lab)	MC.3.B.1 MC.3.B.2 MC.3.B.3 MC.3.B.4 MC.3.B.5

Vocabulary: organic, molecule, energy, carbohydrate, protein, enzyme, lipid, nucleic acid, substrate, surface tension, adhesion, cohesion, polarity, pH, activation energy, exergonic reactions, endergonic reactions, cell, tissue, organ, organ system, organism, population, community, ecosystem, cell, organelle, ribosome, cytoskeleton, cell membrane, autotroph, heterotroph, active transport, passive transport, diffusion, osmosis, endocytosis, exocytosis, phagocytosis, pinocytosis, cell cycle, interphase, mitosis, cytokinesis, prophase, metaphase, anaphase, telophase, meiosis, thermoregulation, homeostasis, glycolysis, citric acid cycle, electron transport chain, lactic acid fermentation, alcoholic fermentation, light dependent reaction, light independent reaction, cellular respiration

Strand 2: Heredity and Evolution

Students shall use scientific language to develop knowledge of heredity, genetics and biological evolution.

- Students shall demonstrate an understanding of heredity.
- Students shall investigate the molecular basis of genetics.
- Students shall examine the development of the theory of biological evolution.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Heredity	ELPB.2.HS.1 Identify vocabulary related to heredity	Sequence visuals of Gregor Mendel's experimental procedure, with support	Label visuals representing various modes of inheritance, with support	Create a graphic organizer comparing two or more modes of inheritance, with limited support (e.g., foldable, Venn diagram, web)	Identify abnormalities within a karyotype, with limited support (e.g., define monosomy and trisomy using appropriate terms)	Identify vocabulary related to heredity (e.g., determine phenotype and genotype using a Punnett square)	HE.4.B.1 HE.4.B.2 HE.4.B.3 HE.4.B.4 HE.4.B.5 HE.4.B.6
Genetics	ELPB.2.HS.2 Identify vocabulary related to the science of genetics	Identify the structure of DNA and RNA using visuals, with support (e.g., point to bases, sugar, and phosphate molecules in a model of a DNA and/or RNA nucleotide)	Match visual representations of DNA replication, transcription, and translation to appropriate term, with support	Create a graphic organizer comparing the structure and functions of DNA and RNA, with support (e.g., foldable, Venn diagram, web)	Describe the effects of mutation events using short phrases, with limited support	Identify vocabulary related to the science of genetics (e.g., in cooperative groups, create a slide show presentation depicting the process of replication, transcription, or translation)	HE.5.B.1 HE.5.B.2 HE.5.B.3 HE.5.B.4 HE.5.B.5 HE.5.B.6

Strand 2: Heredity and Evolution

- Students shall use scientific language to develop knowledge of heredity, genetics and biological evolution.
- Students shall demonstrate an understanding of heredity.
 - Students shall investigate the molecular basis of genetics.
 - Students shall examine the development of the theory of biological evolution.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Theory of Evolution	ELPB.2.HS.3 Identify vocabulary related to the theory of biological evolution	Sequence pictures depicting change in the fossil record over time, with support (e.g., the evolution of a horse, whale, or human)	Label visuals representing the theory of biological evolution, with support (e.g., natural selection, mutation, DNA)	Illustrate vocabulary related to the theory of biological evolution, with support (e.g., create a mass extinction timeline and list examples of mass extinction events)	Illustrate vocabulary related to the theory of biological evolution, with limited support (e.g., create a poster or graphic organizer comparing Lamarck's and Darwin's ideas on how organisms change over time)	Identify vocabulary related to the theory of biological evolution (e.g., create a presentation showing how to interpret a cladogram)	HE.6.B.1 HE.6.B.2 HE.6.B.3 HE.6.B.4 HE.6.B.5 HE.6.B.6 HE.6.B.7

Vocabulary: Gregor Mendel, inheritance, dominance, segregation, independent assortment, probability, Punnett square, phenotype, genotype, ratio, sex linkage, codominance, crossing over, incomplete dominance, multiple alleles, karyotype, monosomy, trisomy, nucleotide, double helix, adenine, thymine, cytosine, guanine, replication, transcription, translation, mutation, point, frameshift, deletion, inversion, beneficial, harmful, neutral, evolution, natural selection, population, variation, mass extinction, fossil record, artificial selection, morphology, embryology species, antibiotic resistance, pesticide resistance, radioactive dating, relative dating, cladogram

Strand 3: Classification and the Diversity of Life

- Students shall use scientific language to develop knowledge of the diversity of organisms.
- Students shall demonstrate an understanding that organisms are diverse.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Diversity of Organisms	ELPB.3.HS.1 Illustrate the diversity of organisms	Sort pictures of organisms based on common characteristics, with support (e.g., kingdom, body symmetry, vascular, nonvascular, presence of body systems)	Name visual examples of life cycles, with support (e.g., flower to sexual reproduction; hydra budding to asexual reproduction)	Differentiate characteristics of organisms in each of the six kingdoms using vocabulary from word wall or sentence strips	Illustrate the diversity of organisms, with limited support (e.g., use a simple dichotomous key to identify an animal or plant)	Illustrate the diversity of organisms (e.g., in cooperative groups, create a poster, slide show, or brochure describing Arkansas's biodiversity)	CDL.7.B.2 CDL.7.B.3 CDL.7.B.4 CDL.7.B.5 CDL.7.B.6 CDL.7.B.8 CDL.7.B.9 CDL.7.B.11 CDL.7.B.12 CDL.7.B.13 CDL.7.B.15 CDL.7.B.16 CDL.7.B.17 CDL.7.B.20 CDL.7.B.21 CDL.7.B.22

Vocabulary: domain, Bacteria, Archaea, Eukarya, kingdom, Eubacteria, Archaea, Protista, Fungi, Plantae, Animalia, phylum, class, order, family, genus, species, dichotomous key, taxonomy, nomenclature, biodiversity, virus, lytic, lysogenic cycle, living, nonliving, life cycle, sexual reproduction, asexual reproduction, metamorphosis, alternation of generations, plant-like, animal-like, fungal-like, vascular, nonvascular, cycad, gymnosperm, angiosperm, root, stem, leaves, flower, tissue, epidermal, ground, symmetry, radial, bilateral, asymmetrical, invertebrate, vertebrate, nervous, respiratory, excretory, circulatory, digestive, integumentary

Strand 4: Ecology and Behavioral Relationships

Students shall use scientific language to develop knowledge of ecology and behavioral relationships among organisms.

- Students shall demonstrate an understanding of ecological and behavioral relationships among organisms.
- Students shall demonstrate an understanding of the ecological impact of global issues.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Relationships	ELPB.4.HS.1 Identify ecological and behavioral relationships among organisms	Trace the energy flow through an ecosystem using a food web, food chain, or energy pyramid, with support (e.g., add arrows to a diagram to represent the direction of energy flow)	Categorize visual examples of symbiotic relationships as commensalism, parasitism, or mutualism, with support	Illustrate natural cycles found in an ecosystem using vocabulary from a word wall or sentence strips (e.g., water, carbon, nitrogen, and/or phosphate cycles)	Illustrate the properties of each of the five levels of ecology using a graphic organizer, with limited support (e.g., concept map, web, chart or table)	Identify ecological and behavioral relationships among organisms (e.g., create a descriptive poster comparing the processes of primary and secondary succession)	EBR.8.B.1 EBR.8.B.2 EBR.8.B.3 EBR.8.B.4 EBR.8.B.5 EBR.8.B.6 EBR.8.B.7 EBR.8.B.8
Global Issues	ELPB.4.HS.2 Illustrate the impact of global issues	Identify the impact of human population growth on the environment using visuals, with support	Label pictures of the effects of current global environmental issues, with support (e.g., global warming, epidemics, ozone depletion, loss of natural resources)	Illustrate how technology has affected the environment, with support (e.g., graphic organizer, poster)	Illustrate the ecological impact of global issues in cooperative groups (e.g., using a map or globe, identify some ways humans have impacted the environment around the world)	Illustrate the ecological impact of global issues (e.g., create a brochure about starting a school recycling program)	EBR.9.B.1 EBR.9.B.2 EBR.9.B.3

Vocabulary: abiotic, biotic, ecosystem, biome, carbon, nitrogen, phosphate, water, cycle, ecosystem, food chain, food web, energy pyramid, population, predation, competition, crowding, water, nutrients, shelter, symbiotic, community, commensalism, parasitism, mutualism, primary succession, secondary succession, ecology, organism, population, community, biosphere, technology, environment, by-product disposal, environmental, economic, political, epidemic, pandemic, ozone depletion

Strand 5: Nature of Science

Students shall use language related to the nature of science to develop knowledge of scientific processes, tools and safety, life science theories, connections between pure and applied science, and life science careers.

- Students shall demonstrate an understanding that science is a way of knowing.
- Students shall design and safely conduct a scientific inquiry to solve valid problems.
- Students shall demonstrate an understanding of current life science theories.
- Students shall use mathematics, science equipment, and technology as tools to communicate and solve life science problems.
- Students shall describe the connections between pure and applied science.
- Students shall describe various life science careers and the training required for the selected career.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Way of Knowing	ELPB.5.HS.1 Use vocabulary related to scientific processes	Match vocabulary related to scientific processes to appropriate visuals, with support (e.g., match a graphic representation to the word "graph")	Label visuals related to scientific processes, with support (e.g., label parts of the scientific process in a lab report such as hypothesis and results)	Create a graphic organizer related to scientific processes, with limited support (e.g., concept map comparing hypotheses, theories, and laws)	Create a product using vocabulary related to scientific processes, with limited support (e.g., create a commercial comparing hypotheses, theories, and laws)	Use vocabulary related to scientific processes (e.g., write a complete lab report)	NS.10.B.1 NS.10.B.2 NS.10.B.3 NS.10.B.4
Scientific Inquiry	ELPB.5.HS.2 Use vocabulary related to designing and safely conducting a scientific inquiry	Match vocabulary related to designing and safely conducting a scientific inquiry, with support (e.g., match terms on index cards to the parts of a scientific experiment during a teacher demonstration)	Label visuals related to designing and safely conducting a scientific inquiry, with support (e.g., list terms such as control and independent variable as they occur during a teacher demonstration)	Create a graphic organizer related to designing and safely conducting a scientific inquiry, with limited support (e.g., make a lab safety poster)	Create a product using the vocabulary related to designing and safely conducting a scientific inquiry, with limited support (e.g., give an oral presentation from data that has been gathered and analyzed)	Use vocabulary related to designing and safely conducting a scientific inquiry (e.g., write a complete lab report including safety procedures)	NS.11.B.1 NS.11.B.2 NS.11.B.3 NS.11.B.4 NS.11.B.5 NS.11.B.6

Strand 5: Nature of Science

Students shall use language related to the nature of science to develop knowledge of scientific processes, tools and safety, life science theories, connections between pure and applied science, and life science careers.

- Students shall demonstrate an understanding that science is a way of knowing.
- Students shall design and safely conduct a scientific inquiry to solve valid problems.
- Students shall demonstrate an understanding of current life science theories.
- Students shall use mathematics, science equipment, and technology as tools to communicate and solve life science problems.
- Students shall describe the connections between pure and applied science.
- Students shall describe various life science careers and the training required for the selected career.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Theories	ELPB.5.HS.3 Use vocabulary related to historical trends in life science	Identify visuals representing historic events in life science, with support (e.g., point to visual representing the development of the first vaccine)	Label visuals related to historical trends in life science, with support (e.g., label pictures related to the development of the cell theory)	Create a graphic organizer related to historical trend in life science, with limited support (e.g., flow chart of the mapping of the human genome)	Use vocabulary related to historical trends in life science, with limited support (e.g., write about what it would have been like to be with Watson and Crick when they made the first model of the structure of DNA)	Use vocabulary related to historical trends in life science (e.g., research a historical event in life science and present findings to class)	NS.12.B.1 NS.12.B.2 NS.12.B.3 NS.12.B.4 NS.12.B.5 NS.12.B.6 NS.12.B.7

Strand 5: Nature of Science

Students shall use language related to the nature of science to develop knowledge of scientific processes, tools and safety, life science theories, connections between pure and applied science, and life science careers.

- Students shall demonstrate an understanding that science is a way of knowing.
- Students shall design and safely conduct a scientific inquiry to solve valid problems.
- Students shall demonstrate an understanding of current life science theories.
- Students shall use mathematics, science equipment, and technology as tools to communicate and solve life science problems.
- Students shall describe the connections between pure and applied science.
- Students shall describe various life science careers and the training required for the selected career.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Tools	ELPB.5.HS.4 Use vocabulary related to science equipment and technology	Match vocabulary related to science equipment, and technology, with support (e.g., match vocabulary terms to appropriate equipment)	Label visuals related to science equipment and technology, with support (e.g., label equipment or pictures of equipment)	Create a graphic organizer related to science equipment and technology, with limited support (e.g., foldable, Venn diagram, chart)	Use vocabulary related to science equipment and technology, with limited support (e.g., teach a peer to use appropriate mathematical calculations, figures, and tables)	Use vocabulary related to science equipment and technology (e.g., create a slideshow presentation on the proper use of various types of science equipment)	NS.13.B.1 NS.13.B.2 NS.13.B.3

Strand 5: Nature of Science

Students shall use language related to the nature of science to develop knowledge of scientific processes, tools and safety, life science theories, connections between pure and applied science, and life science careers.

- Students shall demonstrate an understanding that science is a way of knowing.
- Students shall design and safely conduct a scientific inquiry to solve valid problems.
- Students shall demonstrate an understanding of current life science theories.
- Students shall use mathematics, science equipment, and technology as tools to communicate and solve life science problems
- Students shall describe the connections between pure and applied science.
- Students shall describe various life science careers and the training required for the selected career.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Pure & Applied	ELPB.5.HS.5 Use vocabulary related to pure and applied science	Match vocabulary related to pure and applied science to appropriate visuals, with support (e.g., point to examples of scientists conducting pure science)	Label visuals related to pure and applied science, with support (e.g., write the terms pure or applied on various visuals depicting scientific research or applications)	Create a graphic organizer related to pure and applied science, with limited support (e.g., Venn diagram comparing pure and applied science)	Create a product using vocabulary related to pure and applied science, with limited support (e.g., design a brochure promoting a school recycling program)	Use vocabulary related to pure and applied science (e.g., write a letter to the editor about the importance of funding for medical research to the quality of health care)	NS.14.B.1 NS.14.B.2 NS.14.B.3 NS.14.B.4

Strand 5: Nature of Science

Students shall use language related to the nature of science to develop knowledge of scientific processes, tools and safety, life science theories, connections between pure and applied science, and life science careers.

- Students shall demonstrate an understanding that science is a way of knowing.
- Students shall design and safely conduct a scientific inquiry to solve valid problems.
- Students shall demonstrate an understanding of current life science theories.
- Students shall use mathematics, science equipment, and technology as tools to communicate and solve life science problems
- Students shall describe the connections between pure and applied science.
- Students shall describe various life science careers and the training required for the selected career.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Biology Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Careers	ELPB.5.HS.6 Use vocabulary related to careers in biology	Match vocabulary related to careers in biology to appropriate visuals, with support (e.g., photos of workers matched to appropriate career name)	Label visuals related to careers in biology, with support (e.g., label photos of workers with career names)	Create a graphic organizer using vocabulary related to careers in biology, with limited support (e.g., concept map on requirements for becoming a veterinarian)	Create a product related to careers in biology, with limited support (e.g., write a job description for a microbiologist)	Use vocabulary related to careers in biology (e.g., write a letter to a science professional in the community asking questions about their career)	NS.15.B.1

Vocabulary: science, hypothesis, theory, law, observation, evidence, testing, empirical data, peer review, verification, acceptance, procedure, control, variable, dependent, independent, experimentation, safety, bias, statistics, conclusion, chart, graph, table, modified, cell theory, germ theory, immunology, infectious, disease, chromosome theory genetic, microscope, centrifuge, computer, technology, pure science, applied science, resource, environmental, economic, political, career, salary

Biology Glossary

Abiotic factor	Any nonliving component of an ecosystem (e.g., sunlight, air, water, soil)
Activation energy	The kinetic energy required to initiate a chemical reaction
Active transport	The movement of a substance across a plasma (cell) membrane against a concentration gradient
Adhesion	The property of sticking to some other substance
Aerobic respiration	Growing or metabolizing only in the presence of molecular oxygen
Alcoholic fermentation	The process by which pyruvic acid is converted to ethyl alcohol
Alleles	Alternate forms of a gene or DNA sequence, which occur on either of two homologous chromosomes in a diploid organism
Alternation of generation	Alternating sexual and asexual generation reproduction
Amino acid	Any of 20 basic building blocks of proteins--composed of a free amino (NH ₂) end, a free carboxyl (COOH) end, and a side group (R)
Anaerobic respiration	Growing or metabolizing only in the absence of molecular oxygen
Anaphase	Third phase of mitosis, beginning when sister chromatids separate from each other and ending when a complete set of daughter chromosomes have arrived at each of the two poles of the cell
Antibiotic resistance	The ability of a microorganism to produce a protein that disables an antibiotic or prevents transport of the antibiotic into the cell
Applied science	The practical use of scientific information to improve human life
Artificial selection	Breeding organisms by humans for specific phenotypic characteristics
Asexual reproduction	Nonsexual means of reproduction which can include grafting and budding
Autotroph	An organism that uses energy to synthesize organic molecules from inorganic substances
Bacteria	A single-celled, microscopic prokaryotic organism
Base pair (bp)	A pair of complementary nitrogenous bases in a DNA molecule
Biodiversity	The wide diversity and interrelatedness of earth organisms based on genetic and environmental factors
Biological evolution	Change in allele frequency of a species or population over time
Biome	A geographic area characterized by specific kinds of plants and animals
Biosphere	The area on and around Earth where life exists
Biotic factor	A living component of an ecosystem
Carbohydrates	Compound containing carbon, hydrogen, and oxygen in the approximate ratio of C:2H:O (e.g., sugars, starches, and cellulose)
Cell cycle	The events of cell division; includes interphase, mitosis, and cytokinesis
Cellular respiration	The process by which cells generate ATP through a series of redox (chemical) reactions
Cell theory	The theory that all living things are made of cells, that cells are the basic units of organisms, and that cells come only from existing cells

Centromere	The central portion of the chromosome to which the spindle fibers attach during mitotic and meiotic division
Chloroplasts	A plastid containing chlorophyll; the site of photosynthesis
Chromatid	Each of the two daughter strands of a duplicated chromosome joined at the centromere during mitosis and meiosis.
Chromosome	A single DNA molecule, a tightly coiled strand of DNA
Chromosome theory of heredity	The theory that states that genes are located on chromosomes and that each gene occupies a specific place on a chromosome
Citric acid cycle (Kreb's)	Series of chemical reactions in aerobic respiration in which a acetyl coenzyme A is completely degraded to carbon dioxide and water with the release of metabolic energy that is used to produce ATP; also known as Kreb's cycle
Cladogram	A branching diagram that illustrates taxonomic relationships based on the principles of cladistics
Codominance	An inheritance relationship in which neither of two alleles of the same gene totally mask the other
Cohesion	The property of sticking together; like substances sticking together
Commensalism	The close association of two or more dissimilar organisms where the association is advantageous to one and doesn't affect the other(s)
Community	All the populations in one area
Cytokinesis	The division of cytoplasm of one cell into two new cells
Cytoskeleton	Framework of the cell composed of a variety of filaments and fibers that support cell structure and drive cell movement
Deletion	Chromosome abnormality in which part of the chromosome is missing; loss of one or more base pairs from DNA which can result in a frameshift
Dichotomous key (classification key)	Classification tool used in identifying organisms or materials
Diffusion	The process by which molecules move from an area of greater concentration to an area of lesser concentration
DNA (Deoxyribonucleic acid)	An organic acid and polymer composed of four nitrogenous bases--adenine, thymine, cytosine, and guanine; the genetic material of most organisms; exists as a double-stranded molecule held together by hydrogen bonds
Domain	Taxonomic category that includes one or more kingdom (e.g., Bacteria, Archaea, Eukarya)
Dominance	A characteristic in which an allele that expresses its phenotype even in the presence of a recessive allele
Double helix	The DNA molecule, resembling a spiral staircase in which the paired bases form the steps and the sugar-phosphate backbones form the rails
Ecology	The study of the interactions of organisms with their environment and with each other
Ecosystem	The organisms in a plant population and the biotic and abiotic factors which impact on them
Electron transport chain	Series of chemical reactions in the thylakoid membrane or inner mitochondrial membrane during which hydrogens or their electrons are passed along with the release of energy
Endergonic reaction	A reaction requiring a net input of free energy
Endocytosis	The process by which a cell surrounds and engulfs substances
Energetics	Use of energy
Energy pyramid	Summarizes interactions of matter and energy at each trophic level
Enzymes	Proteins that control the various steps in all chemical reactions

Epidemic	An outbreak of a contagious disease that spreads widely and rapidly
Eukaryote	An organism whose cells possess a nucleus and other membrane-bound vesicles, including all members of the protist, fungi, plant and animal kingdoms; and excluding viruses, bacteria, and blue-green algae
Evolution	The long-term process through which a population of organisms accumulates genetic changes that enable its members to successfully adapt to environmental conditions and to better exploit food resources
Exergonic reaction	A reaction that gives off free energy
Exocytosis	The process in which a vesicle inside a cell fuses with a cell membrane and releases its contents to the external environment
Frameshift mutation	A mutation that results in the misreading of the code during translation because of the change in the reading frame
Fungi	Microorganisms that lack chlorophyll
Gamete	A haploid sex cell, egg or sperm, that contains a single copy of each chromosome
Gene	The functional unit of heredity; a locus on a chromosome that encodes a specific protein or several related proteins
Genome	The complete genetic material contained in an individual; the genetic complement contained in the chromosomes of a given organism, usually the haploid chromosome state
Genotype	The structure of DNA that determines the expression of a trait
Genus	A category including closely related species; interbreeding between organisms within the same category can occur
Germ Theory of Disease (Koch's Postulates)	A set of criteria used to establish that a particular infectious agent causes a disease
Glycolysis	A pathway in which glucose is oxidized to pyruvic acid
Heterotroph	An organism that obtains organic food molecules by eating organisms or their by-products
Homeostasis	The stable internal conditions of a living thing
Host	Animal or plant on which or in which another organism lives
Human Genome Project	A project coordinated by the National Institutes of Health (NIH) and the Department of Energy (DOE) to determine the entire nucleotide sequence of the human chromosomes
Hydrogen bond	A relatively weak bond formed between any hydrogen atom (which is covalently bound to a nitrogen or oxygen atom) and a nitrogen or oxygen with an unshared electron pair
Hypotheses	Statement or predictions that can be tested
Incomplete dominance	A condition where a heterozygous offspring has a phenotype that is distinctly different from, and intermediate to, the parental phenotypes
Independent assortment	The law stating that pairs of genes separate independently of one another in meiosis
Interphase	Period of time where a cell carries on metabolism and replicates chromosomes prior to cell division
Inversion	A mutation that occurs when a chromosome piece breaks off and reattaches in reverse orientation
k-strategist	Species characterized by slow maturation, few young, slow population growth and reproduction late in life
Karyotype	All of the chromosomes in a cell or an individual organism, visible through a microscope during cell division
Law	An observation that happens every time under a certain set of conditions

Lactic acid fermentation	The process by which pyruvic acid is converted to lactic acid
Light dependent	Reaction of photosynthesis that requires light; light energy is absorbed converted to chemical energy in the form of ATP and NADPH
Light independent	The fixing of carbon dioxide in a 3 carbon compound for use in sugar production or other end products
Lipid	Any of a group of organic compounds that are insoluble in water but soluble in nonpolar solvents; serve as energy storage and are important components of cell membranes
Lysogenic cycle	A type or phase of the virus life cycle during which the virus integrates into the host chromosome of the infected cell, often remaining essentially dormant for some period of time
Lytic cycle	A phase of the virus life cycle during which the virus replicates within the host cell, releasing a new generation of viruses when the infected cell lyses
Mass extinction	One of the brief periods of time during which large numbers of species disappeared
Meiosis	The reduction division process by which haploid gametes and spores are formed consisting of a single duplication of the genetic material followed by two mitotic divisions
Metaphase	Second phase of mitosis in which the chromosomes line up across the equator of the cell
Microbe	A microorganism
Mitochondria	Organelles that are the sites of aerobic respiration in eukaryotic cells
Mitosis	The replication of a cell to form two daughter cells with identical sets of chromosomes
Molecular biology	The study of the biochemical and molecular interactions within living cells
Molecular genetics	The branch of genetics that deals with the expression of genes by studying the DNA sequences of chromosomes
Multiple alleles	Three or more alleles of the same gene that code for a single trait
Mutation	An alteration in DNA structure or sequence of a gene
Mutualism	A form of symbiosis in which both organisms benefit from living together
Natural selection	The differential survival and reproduction of organisms with genetic characteristics that enable them to better utilize environmental resources
Nitrogenous bases	The purines (adenine and guanine) and pyrimidines (thymine, cytosine, and uracil) that comprise DNA and RNA molecules
Nonvascular plant	A plant that lacks vascular tissue and true roots, stems, and leaves
Nucleic acids	The two nucleic acids, deoxyribonucleic acid (DNA) and ribonucleic acid (RNA), are made up of long chains of molecules called nucleotides
Nucleotide	A building block of DNA and RNA, consisting of a nitrogenous base, a five-carbon sugar, and a phosphate group
Nucleus	The membrane-bound region of a eukaryotic cell that contains the chromosomes
Organelle	A cell structure that carries out a specialized function in the life of a cell
Osmosis	The diffusion of water across a selectively permeable membrane
Parasitism	The close association of two or more dissimilar organisms where the association is harmful to at least one
Passive transport	The movement of substances across a plasma (cell) membrane without the use of cell energy
Pandemic	An epidemic over a wide geographic area and affecting an exceptionally high proportion of the population
Pathogen	Organism which can cause disease in another organism
Pesticide	A substance that kills harmful organisms (e.g., an insecticide or fungicide)

pH	Indicates the relative concentration of hydrogen ions and hydroxide ions in a substance
Pinocytosis	A type of endocytosis in which a cell engulfs solutes of fluids
Phagocytosis	A type of endocytosis in which a cell engulfs large particles or whole cells
Phenotype	The observable characteristics of an organism, the expression of gene alleles (genotype) as an observable physical or biochemical trait
Phospholipids	A class of lipid molecules in which a phosphate group is linked to glycerol and two fatty acetyl groups; a chief component of biological membranes
Photosynthesis	The process by which light energy is converted to chemical energy stored in organic molecules
Plasma (cell) membrane	A selectively permeable surface that encloses the cell contents and through which all materials entering or leaving a cell must pass
Point mutation	A change in a single base pair of a DNA sequence in a gene
Polarity	Molecules having uneven distribution of charges
Population	A local group of organisms belonging to the same species and capable of interbreeding
Primary succession	Succession that occurs in a newly formed habitat that has never before sustained life
Prokaryote	A bacterial cell lacking a true nucleus; its DNA is usually in one long strand
Prophase	First phase of mitosis in which duplicated chromosomes condense and mitotic spindle fibers begin to form
Protein	An organic compound composed of one or chains of polypeptides which in turn are formed from amino acids
Protein synthesis	A formation of proteins using information coded on DNA and carried by RNA
Pure science	The gathering of new information or the discovery of a new relationship or fact for sake of knowledge
Punnett square	A type of grid used to show the gametes of each parent and their possible offspring; a type of grid that can indicate all the possible outcomes of a genetic cross
Radioactive dating	A method of determining the age of an object by measuring the amount of a specific radioactive isotope it contains
Recessive gene	Characterized as having a phenotype expressed only when both copies of the gene are mutated or missing
Relative dating	A method of determining the age of fossils by comparing them to other fossils in different layers of rock
Ribosome	A sub-cellular structure that is the site of protein synthesis during translation.
RNA (ribonucleic acid)	An organic acid composed of a single strand of nucleotide that acts as a messenger between DNA and the ribosomes and carries out the process of protein synthesis: composed units of adenine, guanine, cytosine, and uracil
Secondary succession	The sequential replacement of population in a disrupted habitat
Segregation	The law stating that pairs of genes separate in meiosis and each gamete receives one gene of a pair
Sex influenced	Description of a trait that is caused by a gene whose expression differs in male and females; (e.g., male patterned baldness)
Sex linkage	The presence of a gene on a sex chromosome; (e.g., hemophilia, color-blindness)
Sexual reproduction	The process where two cells (gametes) fuse to form one hybrid, fertilized cell
Species	A classification of related organisms that can freely interbreed
Spore	A form taken by certain microbes that enables them to exist in a dormant stage. It is an asexual reproductive cell
Symbiosis	The close association of two or more dissimilar organisms where both receive an advantage from the association

Taxonomic nomenclature	The procedure of assigning names to the kinds and groups of organisms according to their taxa
Technology	Practical use of scientific information to improve the quality of human life: see also applied science
Telophase	Final phase of mitosis during which chromosomes uncoil, a nuclear envelope returns around the chromatin, and a nucleolus becomes visible in each daughter cell
Theory	A well tested explanation of natural events
Thermoregulation	The maintenance of internal temperature within a range that allows cells to function efficiently
Translation	The process of converting the genetic code in RNA into the amino acid sequence that makes up a protein
Transcription	Process in which RNA is made from DNA
Vaccine	A preparation of dead or weakened pathogen that is used to induce formation of antibodies or immunity against the pathogen
Variation	Differences in the frequency of genes and traits among individual organisms within a population
Vascular plants	A plant that has phloem and xylem
Virus	An infectious particle composed of a protein capsule and a nucleic acid core, which is dependent on a host organism for replication

**English Language Proficiency Framework
Connections
for
Physical Science**

Spring 2009

English Language Proficiency Framework

Physical Science

Strand	Content Standard
Chemistry	1. Students shall demonstrate an understanding of matter's composition and structure.
	2. Students shall demonstrate an understanding of the role of energy in chemistry.
	3. Students shall compare and contrast chemical reactions.
	4. Students shall classify organic compounds.
Physics	5. Students shall demonstrate an understanding of the role of energy in physics.
	6. Students shall demonstrate an understanding of the role of forces in physics.
	7. Students shall demonstrate an understanding of wave and particle motion.
	8. Students shall demonstrate an understanding of the role of electricity and magnetism in the physical world.
Nature of Science	9. Students shall demonstrate an understanding that science is a way of knowing.
	10. Students shall design and safely conduct a scientific inquiry to solve valid problems.
	11. Students shall demonstrate an understanding of historical trends in physical science.
	12. Students shall use mathematics, science equipment, and technology as tools to communicate and solve physical science problems.
	13. Students shall describe the connections between pure and applied science.
	14. Students shall describe various physical science careers and the training required for the selected career.

Strand 1: Chemistry

Students shall use scientific language to develop knowledge of the composition and structure of matter, the role of energy in chemistry, chemical reactions, and the classification of organic compounds.

- Students shall demonstrate an understanding of matter's composition and structure.
- Students shall demonstrate an understanding of the role of energy in chemistry.
- Students shall compare and contrast chemical reactions.
- Students shall classify organic compounds.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Physical Science Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Composition & Structure	ELPPS.1.HS.1 Use vocabulary related to the composition and structure of matter	Match vocabulary related to the composition and structure of matter to appropriate visuals, with support (e.g., rusty nail matched to chemical change)	Label visuals related to the composition and structure of matter, with support (e.g., grapes to raisins as an example of dehydration)	Create a graphic organizer to illustrate the composition and structure of matter, with limited support (e.g., Venn diagram comparing chemical and physical properties of matter)	Create a product using vocabulary related to the composition and structure of matter, with limited support (e.g., a foldable of atoms, ions, and isotopes)	Use vocabulary related to the composition and structure of matter (e.g., write a complete report on chemical and physical changes lab)	C.1.PS.1 C.1.PS.2 C.1.PS.3 C.1.PS.4 C.1.PS.5 C.1.PS.6 C.1.PS.7 C.1.PS.8 C.1.PS.9 C.1.PS.10 C.1.PS.11 C.1.PS.12 C.1.PS.13 C.1.PS.14
Role of Energy	ELPPS.1.HS.2 Use vocabulary related to the role of energy in chemistry	Match vocabulary related to the role of energy in chemistry to appropriate visuals, with support (e.g., visual of sun to nuclear fusion, visual of atomic bomb to nuclear fission)	Label visuals related to the role of energy in chemistry, with support (e.g., label graphs of data collected from endothermic and/or exothermic labs)	Create a graphic organizer illustrating the role of energy in chemistry, with limited support (e.g., Venn diagram to compare alpha particles, beta particles, and gamma rays)	Create product using vocabulary related to the role of energy in chemistry, with limited support (e.g., brochure promoting a certain type of energy)	Use vocabulary related to the role of energy in chemistry (e.g., write a complete report on an endothermic and exothermic lab)	C.2.PS.1 C.2.PS.2 C.2.PS.3 C.2.PS.4 C.2.PS.5 C.2.PS.6 C.2.PS.7

Strand 1: Chemistry

Students shall use scientific language to develop knowledge of the composition and structure of matter, the role of energy in chemistry, chemical reactions, and the classification of organic compounds.

- Students shall demonstrate an understanding of matter's composition and structure.
- Students shall demonstrate an understanding of the role of energy in chemistry.
- Students shall compare and contrast chemical reactions.
- Students shall classify organic compounds.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Physical Science Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Chemical Reactions	ELPPS.1.HS.3 Use vocabulary related to chemical reactions	Match vocabulary related to chemical reactions to appropriate visuals, with support (e.g., photosynthesis equation matched to synthesis reaction; respiration equation matched to decomposition reaction)	Label visuals related to chemical reactions, with support (e.g., label reactants and products in a chemical equation)	Create a graphic organizer to illustrate vocabulary related to chemical reactions, with limited support (e.g., concept mapping of observable evidences of chemical reactions)	Create a product using vocabulary related to chemical reactions, with limited support (e.g., create a mobile of factors that affect the rate of chemical reactions)	Use vocabulary related to chemical reactions (e.g., write complete lab report on combustion lab)	C.3.PS.1 C.3.PS.2 C.3.PS.3 C.3.PS.4 C.3.PS.5 C.3.PS.6 C.3.PS.7 C.3.PS.8 C.3.PS.9

Strand 1: Chemistry

Students shall use scientific language to develop knowledge of the composition and structure of matter, the role of energy in chemistry, chemical reactions, and the classification of organic compounds.

- Students shall demonstrate an understanding of matter's composition and structure.
- Students shall demonstrate an understanding of the role of energy in chemistry.
- Students shall compare and contrast chemical reactions.
- Students shall classify organic compounds.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Physical Science Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Organic Compounds	ELPPS.1.HS.4 Use vocabulary related to classifying organic compounds	Match vocabulary related to classifying organic compounds, with support (e.g., match specific organic compounds to their properties)	Label visuals related to classifying organic compounds, with support (e.g., label specific hydrocarbon as saturated or unsaturated)	Create a graphic organizer to illustrate vocabulary related to classifying organic compounds, with limited support (e.g., create a chart of organic compounds and their functions in the human body)	Create a product using vocabulary related to classifying organic compounds (e.g., in cooperative group, construct a game to identify organic compounds)	Use vocabulary related to classifying organic compounds (e.g., write complete lab report on a test for the presence of organic compounds)	C.4.PS.1 C.4.PS.2 C.4.PS.3 C.4.PS.4

Vocabulary: physical property, flammability, reactivity, density, buoyancy, viscosity, melting point, boiling point, chemical change, physical change, burning, evaporation, dehydration, electron, proton, neutron, sub-atomic, energy level, orbital, atom, ion, isotope, valence, chemical bond, ionic covalent metallic, polyatomic ion, mole, atomic mass unit (amu), chemistry, molar mass, compound, kinetic theory, phase, matter, heat, temperature, heating curve, solid, liquid, gas, triple point, heat of fusion, heat of vaporization, thermal expansion, Boyle's Law, Charles' Law, endothermic, exothermic, reaction, energy, nuclear, fission, fusion, radioactive decay, alpha particles, beta particles, gamma rays, chemical equation, decomposition, synthesis, single, replacement, double, combustion, product, reactant, symbol, Law of Conservation of Mass, mole ratio, equation, activation energy, concentration, catalysts, surface area, pressure, precipitate, allotropes, isomer, organic, formula, structure, properties, functional groups, saturated, unsaturated, hydrocarbon, carbohydrate, lipid, protein, nucleic acid

Strand 2: Physics

Students shall use scientific language to develop knowledge of the role of energy and forces in physics, wave and particle motion, and the role of electricity and magnetism in the physical world.

- Students shall demonstrate an understanding of the role of energy in physics.
- Students shall demonstrate an understanding of the role of forces in physics.
- Students shall demonstrate an understanding of wave and particle motion.
- Students shall demonstrate an understanding of the role of electricity and magnetism in the physical world.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Physical Science Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Role of Energy	ELPPS.2.HS.1 Use vocabulary related to the role of energy in physics	Match vocabulary related to the role of energy in physics to appropriate visuals, with support (e.g., thermometer matched to temperature)	Label visuals related to the role of energy in physics, with support (e.g., label parts of a change in a thermal energy equation)	Create a graphic organizer on the role of energy in physics, with limited support (e.g., concept map of thermal energy, heat, and temperature)	Create a product using vocabulary related to the role of energy in physics, with limited support (e.g., an accordion fold distinguishing among thermal energy, heat, and temperature)	Use vocabulary related to the role of energy in physics (e.g., write a complete lab report on a transfer of thermal energy lab)	P.5.PS.1 P.5.PS.2
Role of Forces	ELPPS.2.HS.2 Use vocabulary related to the role of forces in physics	Match vocabulary related to the role of forces in physics to appropriate visuals, with support (e.g., space shuttle launch matched to Newton's first law)	Label visuals related to the role of forces in physics, with support (e.g., shuttle launch as Newton's first law)	Create a graphic organizer to illustrate the role of forces in physics, with limited support (e.g., Venn diagram comparing speed, velocity, and acceleration)	Create a product using vocabulary related to forces in physics (e.g., in a cooperative group, create a video of the effects of forces on fluids)	Use vocabulary related to the role of forces in physics (e.g., write complete lab report on a motion graph lab)	P.6.PS.1 P.6.PS.2 P.6.PS.3 P.6.PS.4 P.6.PS.5 P.6.PS.6 P.6.PS.7 P.6.PS.8 P.6.PS.9 P.6.PS.10 P.6.PS.11 P.6.PS.12 P.6.PS.13 P.6.PS.14

Strand 2: Physics

Students shall use scientific language to develop knowledge of the role of energy and forces in physics, wave and particle motion, and the role of electricity and magnetism in the physical world.

- Students shall demonstrate an understanding of the role of energy in physics.
- Students shall demonstrate an understanding of the role of forces in physics.
- Students shall demonstrate an understanding of wave and particle motion.
- Students shall demonstrate an understanding of the role of electricity and magnetism in the physical world.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Physical Science Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Wave & Particle Motion	ELPPS.2.HS.3 Use vocabulary related to wave and particle motion	Match vocabulary related to the role of electricity and magnetism in the physical world to appropriate visual, with support (e.g., picture of white light spectrum matched to diffraction)	Label visuals related to wave and particle motion, with support (e.g., label types of lenses such as convex or concave)	Create a graphic organizer to illustrate wave and particle motion, with limited support (e.g., T-chart showing uses of optics and sound)	Create a product using vocabulary related to wave and particle motion, with limited support (e.g., create a cartoon illustrating the formation of color by light and by pigments)	Use vocabulary related to wave and particle motion (e.g., write a compete lab report on an interference lab)	P.7.PS.1 P.7.PS.2 P.7.PS.3 P.7.PS.4 P.7.PS.5 P.7.PS.6 P.7.PS.7 P.7.PS.8 P.7.PS.9 P.7.PS.10 P.7.PS.11 P.7.PS.12

Strand 2: Physics

Students shall use scientific language to develop knowledge of the role of energy and forces in physics, wave and particle motion, and the role of electricity and magnetism in the physical world.

- Students shall demonstrate an understanding of the role of energy in physics.
- Students shall demonstrate an understanding of the role of forces in physics.
- Students shall demonstrate an understanding of wave and particle motion.
- Students shall demonstrate an understanding of the role of electricity and magnetism in the physical world.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Physical Science Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Electricity & Magnetism	ELPPS.2.HS.4 Use vocabulary related to the role of electricity and magnetism in the physical world	Match vocabulary related to the role of electricity and magnetism in the physical world to appropriate visual, with support (e.g., V = voltage, I = current)	Label visuals related to the role of electricity and magnetism in the physical world, with support (e.g., label parts of equations when calculating voltage, current, and resistance)	Create a graphic organizer to illustrate the role of electricity and magnetism in the physical world, with limited support (e.g., concept map of current uses of electromagnets)	Create a product using vocabulary related to the role of electricity and magnetism in the physical world (e.g., in a cooperative group, create a podcast or wiki on current uses of electromagnets)	Use vocabulary related to the role of electricity and magnetism in the physical world (e.g., write a complete lab report on a lab testing transformers or electromagnets)	P.8.PS.1 P.8.PS.2 P.8.PS.3 P.8.PS.4 P.8.PS.5

Vocabulary: heat, temperature, mass, specific heat, force, motion, linear, projectile, rotational, reference point, speed, velocity, acceleration, distance, change, graph, Newton's three laws, Law of Conservation of Momentum, fluid, Archimedes' principle, Pascal's principle, Bernoulli's principle, energy, mechanical, potential, kinetic, chemical, thermal, sound, light, nuclear, gravitational, medium, diffraction, Doppler effect, wavelength, frequency, period, velocity, physical property, sound wave, perception, color, pigment, separation, white, diffraction, constructive, destructive, interference, reflect, image, concave, convex, plane, mirror, refract, lens, mirror, refract, lens, optics, voltage, current, resistance, schematic diagram, Ohm's Law, series, parallel, current, electrical power, electrical energy, electromagnet, transformer

Strand 3: Nature of Science

Students shall use language related to the nature of science to develop knowledge of scientific processes, tools, and safety; physical science theories; connections between pure and applied science; and physical science careers.

- Students shall demonstrate an understanding that science is a way of knowing.
- Students shall design and safely conduct a scientific inquiry to solve valid problems.
- Students shall demonstrate an understanding of historical trends in physical science.
- Students shall use mathematics, science equipment, and technology as tools to communicate and solve physical science problems.
- Students shall describe the connections between pure and applied science.
- Students shall describe various physical science careers and the training required for the selected career.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Physical Science Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Way of Knowing	ELPPS.3.HS.1 Use vocabulary related to the scientific process	Match vocabulary related to the scientific process to appropriate visual, with support (e.g., match a picture of a graph to the word "graph")	Label visuals related to the scientific process, with support (e.g., label the parts of the scientific process, such as hypothesis and results, in a lab report)	Create a graphic organizer related to the scientific process, with limited support (e.g., concept map comparing hypotheses, theories, and laws)	Create a product using the vocabulary related to the scientific process, with limited support (e.g., create a commercial comparing hypotheses, theories, and laws)	Use vocabulary related to the scientific process (e.g., write a complete lab report on a test conducted for the presence of organic compounds)	NS.9.PS.1 NS.9.PS.2 NS.9.PS.3 NS.9.PS.4
Scientific Inquiry	ELPPS.3.HS.2 Use vocabulary related to designing and safely conducting a scientific inquiry	Match vocabulary related to designing and safely conducting a scientific inquiry, with support (e.g., match terms on index cards to the parts of a scientific experiment during a teacher demonstration)	Label visuals related to designing and safely conducting a scientific inquiry, with support (e.g., list terms such as control and independent variable as they occur during a teacher demonstration)	Create a graphic organizer related to designing and safely conducting a scientific inquiry, with limited support (e.g., make a poster of lab safety)	Create a product using the vocabulary related to designing and safely conducting a scientific inquiry, with limited support (e.g., give an oral presentation from data that has been gathered and analyzed)	Use vocabulary related to designing and safely conducting a scientific inquiry (e.g., write a complete lab report including safety procedures)	NS.10.PS.1 NS.10.PS.2 NS.10.PS.3 NS.10.PS.4 NS.10.PS.5 NS.10.PS.6

Strand 3: Nature of Science

Students shall use language related to the nature of science to develop knowledge of scientific processes, tools, and safety; physical science theories; connections between pure and applied science; and physical science careers.

- Students shall demonstrate an understanding that science is a way of knowing.
- Students shall design and safely conduct a scientific inquiry to solve valid problems.
- Students shall demonstrate an understanding of historical trends in physical science.
- Students shall use mathematics, science equipment, and technology as tools to communicate and solve physical science problems.
- Students shall describe the connections between pure and applied science.
- Students shall describe various physical science careers and the training required for the selected career.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Physical Science Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Historical Trends	ELPPS.3.HS.3 Use vocabulary related to historical trends in physical science	Match vocabulary related to historical trends in physical science, with support (e.g., point to visual representing the development of atomic theory)	Label visuals related to historical trends in physical science, with support (e.g., label pictures related to historical events such as the atomic bomb)	Create a graphic organizer related to historical trend in physical science, with limited support (e.g., make a flow chart of the development of the periodic table)	Use vocabulary related to historical trends in physical science by writing a story, with limited support (e.g., write about what it would have been like to be with Thomas Edison when he developed the light bulb)	Use vocabulary related to historical trends in physical science (e.g., research a historical event in physical science and present findings during class presentation)	NS.11.PS.1 NS.11.PS.2 NS.11.PS.3 NS.11.PS.4 NS.11.PS.5 NS.11.PS.6
Tools	ELPPS.3.HS.4 Use vocabulary related to science equipment and technology	Match vocabulary related to science equipment, and technology, with support (e.g., match vocabulary terms to equipment or pictures of equipment)	Label visuals related to science equipment and technology, with support (e.g., label equipment or pictures of equipment)	Create a graphic organizer related to science equipment and technology, with limited support (e.g., create a slideshow of various equipment and its use)	Use vocabulary related to science equipment and technology, with limited support (e.g., teach a peer how to use appropriate mathematical calculations, and figures, and tables)	Use vocabulary related to science equipment and technology (e.g., create a slideshow presentation on the use of particular types of science equipment)	NS.12.PS.1 NS.12.PS.2 NS.12.PS.3

Strand 3: Nature of Science

Students shall use language related to the nature of science to develop knowledge of scientific processes, tools, and safety; physical science theories; connections between pure and applied science; and physical science careers.

- Students shall demonstrate an understanding that science is a way of knowing.
- Students shall design and safely conduct a scientific inquiry to solve valid problems.
- Students shall demonstrate an understanding of historical trends in physical science.
- Students shall use mathematics, science equipment, and technology as tools to communicate and solve physical science problems.
- Students shall describe the connections between pure and applied science.
- Students shall describe various physical science careers and the training required for the selected career.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Physical Science Student Learning Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Pure & Applied	ELPPS.3.HS.5 Use vocabulary related to pure and applied science	Match vocabulary related to pure and applied science to appropriate visuals, with support (e.g., point to visuals representing applied science)	Label visuals related to pure and applied science, with support (e.g., write the terms pure or applied on various photos of scientific research or applications)	Create a graphic organizer related to pure and applied science, with limited support (e.g., Venn diagram comparing pure and applied science)	Create a product using vocabulary related to pure and applied science, with limited support (e.g., design a school recycling program)	Use vocabulary related to pure and applied science (e.g., write a letter to the editor about the impact of recycling)	NS.13.PS.1 NS.13.PS.2 NS.13.PS.3 NS.13.PS.4 NS.13.PS.5
Careers	ELPPS.3.HS.6 Use vocabulary related to physical science careers	Match vocabulary related to physical science careers to appropriate visuals, with support (e.g., photos of workers matched to appropriate job title)	Label visuals and related to physical science careers, with support (e.g., label photos of workers with appropriate job title)	Create a graphic organizer using vocabulary related to physical science careers, with limited support (e.g., concept map on requirements for becoming an engineer)	Create a product related to physical science careers, with limited support (e.g., brochure on how to train to be an engineer)	Use vocabulary related to physical science careers (e.g. write a letter to a science professional in the community asking questions about their career)	NS.14.PS.1

Vocabulary: hypothesis, theory, law, observations, evidence, conclusion, empirical data, peer review, verification, control, variable, dependent, independent, safety, bias, tables, charts, graphs, atomic theory, periodic table, balance, scale, calculator, computer, pure science, applied science, ethics, by-product disposal, resource, environmental, economic, political, career

Physical Science Glossary

Acceleration	The rate of change of velocity
Activation energy	The minimum energy required to transform the reactants into an activated complex
Allotropes	Structural variations of single elements
Alpha particle	A particle (helium nucleus) released during nuclear decay
Applied science	Knowing about science with a purpose
Archimedes' principle	The principle that an object immersed in a fluid is buoyed up by a force equal to the weight of the fluid displaced by the object
Atom	The smallest unit of an element that maintains the properties of that element
Average atomic mass	The weighted average of the atomic masses of the naturally occurring isotopes of an element
Atomic mass unit (amu)	One-twelfth the mass of the carbon-12 atom
Atomic theory	The body of knowledge concerning the existence of atoms and their characteristic structure
Bernoulli's principle	The pressure exerted by a fluid decreases as its velocity increases
Beta particle	A particle (electron or positron) released during nuclear decay
Boiling	The conversion of a liquid to a vapor within the liquid as well as at its surface; occurs when the equilibrium vapor pressure of the liquid equals the atmospheric pressure
Boiling point	The temperature at which the equilibrium vapor pressure of a liquid equals the atmospheric pressure
Boyle's law	The volume of a fixed mass of gas varies inversely with pressure at constant temperature
Buoyancy	The force with which a more dense fluid pushes a less dense substance upward
By-product disposal	Means of disposing unusable material from the production of a product
Carbohydrate	An energy-rich, organic compound made of the elements carbon, hydrogen, and oxygen
Catalyst	A substance that changes the rate of a chemical reaction without itself being permanently consumed
Charles's law	The volume of a fixed mass of gas at constant pressure varies directly with the Kelvin temperature
Chemical bond	A mutual electrical attraction between the nuclei and valence electrons of different atoms that binds the atoms together
Chemical change	A change in which one or more substances are converted into different substances
Chemical equation	A representation, with symbols and formulas, of the identities and relative amounts of the reactants and products in a chemical reaction
Chemical property	The ability of a substance to undergo a change that transforms it into a different substance
Chemical symbol	Usually 1 or 2 letter set of characters that are used to identify an element
Chemistry	The study of the composition, structure, and properties of matter and the changes it undergoes
Combustion	The burning of a substance in the presence of oxygen
Combustion reaction	A reaction in which a substance combines with oxygen, releasing a large amount of energy in the form of light and heat

Compound	A substance that is made from the atoms of two or more elements that are chemically bonded
Concave lens	A lens that is thinner in the center than at the edges
Concave mirror	A mirror with a surface that curves inward
Convex lens	A lens that is thicker in the center than at the edges
Convex mirror	A mirror with a surface that curves outward
Concentration	A measure of the amount of solute in a given amount of solvent or solution
Conservation of momentum	Momentum is neither created nor destroyed but conserved
Constructive interference	The interference that occurs when two waves combine to make a wave with a larger amplitude.
Controls	Standard for comparison that is often needed to draw a meaningful conclusion.
Covalent bond	A chemical bond resulting from the sharing of an electron pair between two atoms
Covalent compound	A compound held together by a covalent bond.
Current	The rate that electric charges move through a conductor
Decomposition reaction	A reaction in which a single compound produces two or more simpler substances
Dehydration	Process of removing water from a substance
Density	The ratio of mass to volume; or mass divided by volume
Destructive interference	Occurs at the point where a crest meets a trough
Diffraction	Bending of light waves around an object in its path.
Doppler effect	Decrease (or increase) in wavelength as the source and detector of waves move toward (or away from) each other
Double-replacement reaction	A reaction in which the ions of two compounds exchange places in an aqueous solution to form two new compounds
Electrical energy	The energy associated with electrical charges, whether moving or at rest
Electrical power	The rate at which electrical work is done
Electromagnet	Device in which a magnetic field is generated by an electric current
Electron	Subatomic particle of small mass and negative charge
Electron dot structure	An electron-configuration notation in which only the valence electrons of an atom of a particular element are shown, indicated by dots placed around the element's symbol
Element	A pure substance made of only one kind of atom
Energy	Capacity to do work or cause change
Energy level	Any of the possible energies an electron may have in an atom
Endothermic Reaction	A reaction that takes place with the absorption of heat

Exothermic reaction	A reaction that produces heat
Evaporation	The process by which particles escape from the surface of a non-boiling liquid and enter the gas state
Flammability	A chemical property that describes whether substances will react in the presence of oxygen and burn when exposed to a flame
Fullerenes	Spherical carbon compounds
Gamma rays	High-frequency electromagnetic waves (released during nuclear decay)
Gas	The state of matter in which a substance has neither definite volume nor definite shape
Heat	The energy transferred between samples of matter because of a difference in their temperature
Heat of fusion	The amount of heat energy required to melt one mole of solid at its melting point
Heat of vaporization	The amount of heat energy needed to vaporize one mole of liquid at its boiling point
Heating curve	A diagram (figure) showing the changes in the temperature of a substance as heat is transferred
Hydrocarbon	An organic chemical compound that is comprised only of carbon (C) and hydrogen (H) atoms
Hypothesis	A testable statement
Ion	An atom or group of bonded atoms with a charge (has a positive or negative charge)
Ionic bond	The chemical bond resulting from electrical attraction between large numbers of positive and negative ions (cations and anions)
Ionic compound	A compound composed of positive and negative ions (cations and anions) that are combined so that the numbers of positive and negative charges are equal
Isomers	Compounds that have the same molecular formula but different structures
Isotopes	Atoms of the same element that have different masses; same number of protons, different number of neutrons
Kinetic energy	Energy of an object due to its motion
Kinetic theory	A molecular theory based on the idea that molecular particles of matter are always in motion
Law	A descriptive generalization about how some aspect of the natural world behaves under stated circumstances, often stated in a form of a mathematical equation
Law of conservation of mass	The law stating that mass is neither created nor destroyed during ordinary chemical or physical reactions
Lewis electron dot structure	An electron-configuration notation in which only the valence electrons of an atom of a particular element are shown, indicated by dots placed around the element's symbol
Lipid	An energy-rich compound made of carbon, oxygen, and hydrogen; fats, oils, waxes, and cholesterol
Liquid	The state of matter in which the substance has a definite volume but an indefinite shape
Magnetism	The force of attraction or repulsion of magnetic materials
Matter	Anything that has mass and takes up space
Medium	The matter through which a wave travels
Melting point	The temperature at which a solid becomes a liquid
Metallic bond	A bond between two or more metal atoms in which the electrons are free to move around each nuclei
Model	An explanation of how phenomena occur and how data or events are related

Molar mass	The mass of one mole of a pure substance
Mole	The amount of a substance that contains as many particles as there are atoms in exactly 12 g of carbon-12; equals 6.02 X 10 ²³
Mole ratio	A conversion factor that relates the amounts in moles of any two substances involved in a chemical reaction
Motion	The state in which one object's distance from another is changing
Nucleic acid	A very large organic compound made up of carbon, oxygen, hydrogen, nitrogen and phosphorous;(e.g., DNA and RNA)
Nuclear fission	A process in which a very heavy nucleus splits into more-stable nuclei of intermediate mass
Nuclear fusion	A process by which two or more nuclei join together to form a heavier nucleus
Optics	Study of light
Orbital	A three-dimensional region around the nucleus that indicates the probable location of an electron
Organic compound	A covalently bonded compound containing carbon, excluding carbonates and oxides
Pascal's principle	The principle that applied pressure is transmitted undiminished throughout a fluid
Periodic table	A table with an arrangement of the elements in order of their atomic numbers so that elements with similar properties fall in the same column or group
Physics	The science that examines the fundamental laws relating matter and energy
Physical change	A change in a substance that does not involve a change in the identity of the substance
Physical property	A characteristic that can be observed or measured without changing the identity of the substance
Physical Science	The study of matter, energy, and the changes that matter and energy undergo
Plane mirror	A flat mirror that produces an upright, virtual image the same size as the object
Polyatomic ion	A charged group of covalently bonded atoms
Potential energy	Energy of an object due to its position; stored energy or energy of position.
Precipitate	A solid that is produced as a result of a chemical reaction in solution and that separates from the solution
Pressure	The force per unit area on a surface
Product	A substance that is formed by a chemical change
Projectile motion	Motion of objects moving in two dimensions under the influence of gravity
Protein	An organic compound that is a polymer made of amino acids
Radioactive decay	The spontaneous disintegration, or decay, of a nucleus into a slightly lighter and more stable nucleus, accompanied by emission of mass particles, electromagnetic radiation, or both
Reactant	A substance that reacts in a chemical change
Reactivity	The ability of a substance to combine chemically with another substance
Reference point	A place or object used for comparison to determine if an object is in motion
Resistance	Opposition to flow of electric current
Saturated hydrocarbon	An organic molecule that has utilized all of its bonding electrons to make single bonds to other atoms
Schematic diagram	A graphic representation of an electric circuit or apparatus, with standard symbols for the electrical devices
Scientific bias	Factors that affect the outcome of an investigation
Single-displacement reaction	A reaction in which one element replaces a similar element in a compound
Solid	The state of matter in which the substance has definite volume and definite shape

Sound	A disturbance that travels through a medium as a longitudinal wave
Speed	The scalar ratio of distance traveled to the time interval
Sub-atomic particles	Includes protons, neutrons, and electrons
Surface area	The amount of a substance exposed
Synthesis reaction	A reaction in which two or more substances combine to form a new compound
Temperature	A measure of the average kinetic energy of the particles in a sample of matter
Thermal energy	Total energy of a material's particles due to their movement or vibration
Thermal expansion	Moving apart of particles as their temperature rises
Theory	An explanation of a phenomenon; a broad generalization that explains a body of facts or phenomena
Transformer	Device used to transfer energy from one circuit to another circuit by mutual inductance across two coils
Unsaturated hydrocarbon	An organic molecule that contains double or triple bonds between certain atoms
Valence electron	An electron that is available to be lost, gained, or shared in the formation of chemical compounds
Variable	A factor that changes or is changed during an experiment
Velocity	A quantity describing both speed and direction
Viscosity	The resistance of a fluid to flow
Voltage	The difference in electrical potential between 2 places
Wave	Traveling disturbance in a field or medium
Wavelength	The distance between two successive crests, or two successive troughs, of a wave; the distance between corresponding points on adjacent waves
Wave speed	The speed at which a wave passes through a medium

Appendix

Suggested Physical Science Labs

Strand	Suggested Labs
Chemistry	chemical and physical properties chemical and physical changes states of matter/heating curve Boyle's and Charles' laws endothermic and exothermic chemical reaction evidence chemical reaction rate factors combustion carbon bonding tests for presence of organic compound
Physics	transfer of thermal energy motion graph lab Newton's first law Newton's third law Archimedes, Pascal, Bernoulli's laws energy conversion wave speed through mediums wave property light diffraction interference lab mirror image concave and convex lenses Ohm's law power through a circuit transformer electromagnets

**English Language Proficiency
Framework Connections
for
Social Studies**

Grades K-8

Spring 2009

English Language Proficiency Framework

Strand	Content Standard
Geography	
1. Physical and Spatial	Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
2. Culture and Diversity	Students shall develop an understanding of how cultures around the world develop and change.
3. Interaction of People and the Environment	Students shall develop an understanding of the interactions between people and their environment.
Civics	
4. Government	Students shall develop an understanding of the forms and roles of government.
5. Citizenship	Students shall develop an understanding of the rights and responsibilities of citizens.
History	
6. History	Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.
Economics	
7. Choices	Students shall analyze the costs and benefits of making economic choices.
8. Resources	Students shall evaluate the use and allocation of human, natural, and capital resources.
9. Markets	Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.



This icon indicates Student Learning Expectations that focus on topics in grades K-6 which relate to Arkansas and may be used to fulfill the requirements of the Arkansas History unit for grades K-6 as defined in Act 787 of 1997. This framework does not meet the 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Curriculum Framework written for the course in grades 7-8 or the Arkansas History Curriculum Framework for the course in grades 9-12 to fulfill the one semester Arkansas History requirement as defined in Act 787 of 1997.

Grades K-2

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.1 Identify familiar geographical information on a map, including, but not limited to <ul style="list-style-type: none"> • home address • school • city, state 	Point to a picture related to familiar geographical information (e.g., home, school, city, state, address, map, globe)	Recognize familiar geographical information in a variety of contexts (e.g., home, school, address, city, state)	Match familiar geographical vocabulary with pictures (e.g., home, school, address, city, state)	Label pictures of familiar geographical information (e.g., home, school, address, city, state)	Identify familiar geographical information on a map, including, but not limited to <ul style="list-style-type: none"> • home address • school • city, state 	G.1.K.1 G.1.K.2 G.1.K.3 G.1.K.4 G.1.1.1 G.1.1.2 G.1.1.3 G.1.2.1 G.1.2.2 G.1.2.3 G.1.2.4

Grades K-2

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.2 Identify geographical features unique to locations and regions	Recognize familiar physical features, using pictures or visual aids (e.g., landforms, islands, bodies of water, mountains, deserts)	Point to familiar physical features on a map or globe (e.g., continents, oceans, islands, mountains, deserts)	Label physical features on a map or globe (e.g., mountain ranges, oceans, rivers, lakes, islands, deserts, North Pole, South Pole)	Illustrate physical features on maps and globes (e.g., mountain ranges, oceans, rivers, lakes, islands, deserts, North Pole, South Pole)	Identify geographical features unique to locations and regions	G.1.K.5 G.1.K.6 G.1.1.4 G.1.1.5 G.1.1.6 G.1.2.5 G.1.2.6 G.1.2.7

Grades K-2

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.3 Identify directional vocabulary related to maps and globes <ul style="list-style-type: none"> • map scale • compass rose • cardinal directions • relative location 	Illustrate a map of a familiar location (e.g., home, room, school, classroom)	Locate places on a map or globe, using directional vocabulary (e.g., north, south, east, west, here/there, near/far, left/right, up/down)	Describe places by using relative location and cardinal directions (e.g., My home is east of the school.; My home is across the street from the grocery store.)	Construct maps using directional vocabulary and map components	Identify directional vocabulary related to maps and globes <ul style="list-style-type: none"> • map scale • compass rose • cardinal directions • relative location 	G.1.K.8 G.1.K.9 G.1.K.10 G.1.K.11 G.1.1.4 G.1.1.8 G.1.1.9 G.1.1.10 G.1.1.11 G.1.1.13 G.1.2.1 G.1.2.10 G.1.2.11 G.1.2.13

Grades K-2

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.4 Identify similarities and differences among rural or urban cultures (e.g., housing, food, customs, traditions, arts, sports, transportation)	Illustrate an example of a familiar cultural tradition (e.g., birthday, holiday, food, clothing)	Give examples of similarities and differences among cultures (e.g., celebrations, traditional and seasonal clothing, holidays, foods, arts and crafts, music)	Illustrate characteristics of rural and urban cultures using a graphic organizer (e.g., recreation, housing)	Categorize characteristics of rural and urban cultures using a graphic organizer (e.g., recreation, housing)	Identify similarities and differences among rural or urban cultures (e.g., clothing, housing, food, customs, traditions, arts, sports, transportation)	G.2.K.1 G.2.K.2 G.3.K.1 G.2.1.1 G.2.1.2 G.2.1.3 G.3.1.1 G.2.2.1 G.2.2.2 G.2.2.3 G.3.2.1

Grades K-2

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.5 Identify vocabulary associated with ways individuals use the environment <ul style="list-style-type: none"> • air • water • land • recycling • pollution 	Point to pictures related to environmental vocabulary (e.g., air, water, land, recycling, pollution, trees, litter)	Match pictures or items with environmental vocabulary (e.g., air, water, land, recycling, pollution, trees, litter)	Illustrate environmental vocabulary (e.g., air, water, land, recycling, pollution)	Describe characteristics of environmental vocabulary, using a graphic organizer (e.g., air, water, land, recycling, pollution)	Identify vocabulary associated with ways individuals use the environment <ul style="list-style-type: none"> • air • water • land • recycling • pollution 	G-3.K.2 G-3.K.3 G-3.1.2 G-3.1.3 G-3.2.2 G-2.2.3

Vocabulary: home address, Arkansas, capital, locate, map, globe, relative location, Equator, North Pole, South Pole, school, community, city, state, country, United States, continent, weather, climate, seasons (fall, spring, summer, winter), transportation, symbols, compass rose, legend/key, map scale, cardinal directions (north, south, east, west), culture, customs, traditions, rural, urban, communication, environment, recycle, litter, air, land, water, ocean, mountain, desert, island

Grades K-2
Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels				Social Studies SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPSS.C.2.K-2.1 Identify vocabulary associated with becoming a responsible member of a group <ul style="list-style-type: none"> • leader • authority • rules • consequences 	Point to pictures of leaders and/or authority figures (e.g., mother, father, teacher, principal)	Match pictures of leaders and/or authority figures with group (e.g., mother with family, principal with school, bus driver with bus)	Match rules with appropriate leaders and/or authority figure of a group in various settings	Classify rules for various settings	Identify vocabulary associated with becoming a responsible member of a group <ul style="list-style-type: none"> • leader • authority • rules • consequences 	C.4.K.1 C.4.K.2 C.4.K.3 C.4.1.1 C.4.1.2 C.4.1.3 C.4.1.4 C.4.2.1 C.4.2.2 C.4.2.3

Grades K-2
Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.K-2.2 Identify vocabulary associated with rights and responsibilities of citizenship (e.g., cooperating, sharing, volunteering, voting, obeying rules) ▾	Point to pictures of people cooperating and sharing	Match vocabulary related to familiar rights and responsibilities of citizenship with visual representations (e.g., cooperating, sharing, volunteering, voting, obeying rules)	List examples of rights and responsibilities of citizenship (e.g., cooperating, sharing, volunteering, voting, obeying rules)	Role play rights and responsibilities of citizenship (e.g., cooperating, sharing, volunteering, voting, obeying rules)	Identify vocabulary associated with rights and responsibilities of citizenship (e.g., cooperating, sharing, volunteering, voting, obeying rules)	C.5.K.2 C.5.K.3 C.5.1.2 C.5.1.3 C.5.2.2 C.5.2.3

Grades K-2

Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.K-2.3 Identify vocabulary associated with symbols of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Point to representations of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Label representations of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Match vocabulary to representations of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Illustrate representations of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Identify vocabulary associated with symbols of United States democracy (e.g., flag, statue, eagle, monument, constitution)	C.5.K.1 C.5.K.4 C.5.1.1 C.5.1.4 C.5.2.1 C.5.2.4

Vocabulary: rules, laws, president, governor, mayor, judge, police, government official, local officials, democracy, national symbols, flag, citizen, rights and responsibilities, vote, election, United States, enforce, participate, patriotism, authority, leader, constitution, consequences

Grades K-2

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.K-2.1 Describe characteristics of celebrations, holidays, and symbols at the local, state, and national levels	Match symbols to categories (e.g., U.S. flag to Independence Day, diamond to Arkansas state gem)	Illustrate celebrations, holidays, and symbols	Label characteristics of celebrations, holidays, and symbols at the local, state, and national levels	Identify characteristics of celebrations, holidays, and symbols at the local, state, and national levels	Describe characteristics of celebrations, holidays, and symbols at the local, state, and national levels	H.6.K.1 H.6.K.2 H.6.K.11 H.6.1.1 H.6.1.2 H.6.1.12 H.6.2.1 H.6.2.2 H.6.2.15
ELPSS.H.3.K-2.2 Describe people, places, and events in Arkansas and United States history	Point to illustrations of people, places, and events in Arkansas and United States history	Name people, places, and events in Arkansas and United States history	Label illustrations of people, places, and events in Arkansas and United States history	Give examples of people, places, and events in Arkansas and United States history	Describe people, places, and events in Arkansas and United States history	H.6.K.3 H.6.K.6 H.6.K.8 H.6.K.10 H.6.1.3 H.6.1.8 H.6.1.9 H.6.1.11 H.6.2.3 H.6.2.11 H.6.2.13 H.6.2.14

Grades K-2

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.K-2.3 Discuss changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after)	Point to pictures indicating change over time (e.g., first/next/last, before/after)	Match pictures with words associated with changes that occur over time (e.g., first/next/last, before/after)	Sequence changes in chronological order, using a timeline and time indicators (e.g., first/next/last, before/after)	Give examples of changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after)	Discuss changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after)	H.6.K.4 H.6.K.5 H.6.K.6 H.6.K.7 H.6.K.8 H.6.K.9 H.6.1.4 H.6.1.5 H.6.1.6 H.6.1.7 H.6.1.10 H.6.2.5 H.6.2.6 H.6.2.8 H.6.2.12

Vocabulary: celebrations, holidays, symbols, flag, historical site, chronological order, before/after, first/next/last, now/long ago, yesterday/today/tomorrow, past/present/future, timeline, artifacts, primary sources, secondary sources, change over time, colony, transportation, communication, tribe, explorer

Grades K-2

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels				Social Studies SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPSS.E.4.K-2.1 Identify vocabulary related to wants, needs, and resources <ul style="list-style-type: none"> • choices • scarcity • trade-offs • opportunity costs 	Recognize vocabulary related to familiar wants and needs (e.g., toys, candy, food, water)	Categorize familiar wants and needs	List familiar wants, needs, and resources	Classify familiar wants, needs, and resources	Identify vocabulary related to wants, needs, and resources <ul style="list-style-type: none"> • choices • scarcity • trade-offs • opportunity costs 	E.7.K.1 E.7.K.2 E.7.K.3 E.7.1.1 E.7.1.2 E.7.1.3 E.7.2.1 E.7.2.2 E.7.2.3

Grades K-2

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels				Social Studies SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPSS.E.4.K-2.2 Identify vocabulary related to human, natural, and capital resources (e.g., worker, goods, services, trees, coal, money symbols)	Recognize vocabulary related to human, natural, and capital resources, using pictures, symbols, or realia	Match vocabulary to representations of human, natural, and capital resources	Categorize resources as human, natural, or capital	Give examples of human, natural, and capital resources	Identify vocabulary related to human, natural, and capital resources (e.g., worker, goods, services, trees, coal, money symbols)	E.8.K.1 E.8.K.2 E.8.K.3 E.8.K.4 E.8.K.5 E.9.K.2 E.9.K.3 E.9.K.4 E.8.1.1 E.8.1.2 E.8.1.3 E.8.1.4 E.8.1.5 E.9.1.4 E.8.2.1 E.8.2.2 E.8.2.3 E.8.2.4 E.9.2.4

Grades K-2

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.K-2.3 Identify vocabulary related to money, currency, and barter	Match vocabulary to representations of money, currency, and barter	Label illustrations of money and currency	Give examples of money, currency, and barter (e.g., paying for something with money or exchanging one item for another)	Role play purchasing and bartering goods and services (e.g., trade a cupcake for a cookie, help clean room in exchange for help washing dishes)	Identify vocabulary related to money, currency, and barter	E.9.K.1 E.9.1.1 E.9.1.2 E.9.2.1 E.9.2.2

Vocabulary: wants, needs, choices, scarcity, resources (human, natural, capital, limited), trade-off, costs, opportunity costs, incentive, reward, producers, consumers, work(er), job, services, goods, skills, trade, money/currency, barter, markets, production, specialization

Grades 3-5

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.3-5.1 Identify vocabulary related to physical features and locations in Arkansas, the United States, and countries throughout the world	Recognize physical features, using pictures or visual aids (e.g., hemispheres, continents, islands, bodies of water, mountains)	Point to physical features of Arkansas, the United States, and countries throughout the world on a map or globe (e.g., mountain ranges, polar regions, bodies of water, deserts, islands, hemispheres)	Label physical features of Arkansas, the United States, and countries throughout the world on a map or globe (e.g., mountain ranges, oceans, rivers, lakes, islands, coastlines, deserts, polar regions)	Illustrate physical features of Arkansas, the United States, and countries throughout the world on maps and globes (e.g., mountain ranges, bodies of water, islands, polar regions)	Identify vocabulary related to physical features and locations in Arkansas, the United States, and countries throughout the world	G.1.3.2 G.1.3.3 G.1.3.4 G.1.3.5 G.1.3.6 G.1.3.7 G.1.3.8 G.1.3.9 G.1.3.14 G.1.4.2 G.1.4.3 G.1.4.5 G.1.4.6 G.1.4.7 G.1.4.8 G.1.4.9 G.1.4.10 G.1.5.2 G.1.5.3 G.1.5.4 G.1.5.6 G.1.5.10

Grades 3-5

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
<p>ELPSS.G.1.3-5.2</p> <p>Identify vocabulary related to maps and globes</p> <ul style="list-style-type: none"> • map features • cardinal and intermediate directions • physical, political, and special purpose maps 	<p>Recognize map and globe features (e.g., latitude, longitude, Equator, relief map, climate map, title, legend/key, compass rose, absolute location)</p>	<p>Label map and globe features on a map (e.g., latitude, longitude, Equator, Prime Meridian, legend/key, compass rose)</p>	<p>Illustrate and label a map of a familiar location, using map features and symbols (e.g., title, legend/key, cardinal directions, compass rose)</p>	<p>Classify maps according to their features and purpose (e.g., physical, political, historical, population, climate, natural resources)</p>	<p>Identify vocabulary related to maps and globes</p> <ul style="list-style-type: none"> • map features • cardinal and intermediate directions • physical, political, and special purpose maps 	<p>G.1.3.1</p> <p>G.1.3.5</p> <p>G.1.3.11</p> <p>G.1.3.12</p> <p>G.1.3.13</p> <p>G.1.3.15</p> <p>G.1.4.1</p> <p>G.1.4.12</p> <p>G.1.4.13</p> <p>G.1.4.14</p> <p>G.1.4.15</p> <p>G.1.4.16</p> <p>G.1.5.1</p> <p>G.1.5.7</p> <p>G.1.5.8</p>
<p>ELPSS.G.1.3-5.3</p> <p>Describe cultural characteristics of diverse groups in Arkansas and the United States (e.g., food, clothing, music, art, greetings, customs/traditions)</p>	<p>Point to visual representations of cultural characteristics of familiar and other cultures (e.g., food, clothing, celebrations, sports)</p>	<p>Label cultural characteristics of familiar and other groups (e.g., food, clothing, celebrations, sports)</p>	<p>Give examples of cultural characteristics of familiar and other groups (e.g., food, clothing, celebrations, sports)</p>	<p>Give examples of cultural characteristics of diverse groups in Arkansas and the United States (e.g., celebrations, music, sports, art, language)</p>	<p>Describe cultural characteristics of diverse groups in Arkansas and the United States (e.g., food, clothing, music, art, greetings, customs/traditions)</p>	<p>G.2.3.1</p> <p>G.2.3.2</p> <p>G.2.3.3</p> <p>G.2.3.4</p> <p>G.2.4.1</p> <p>G.2.4.2</p> <p>G.2.4.3</p> <p>G.2.4.4</p> <p>G.2.5.1</p> <p>G.2.5.2</p> <p>G.2.5.3</p>

Grades 3-5

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels				Social Studies SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPSS.G.1.3-5.4 Identify vocabulary related to human-environmental interaction	Match vocabulary with pictures of people interacting with the environment (e.g., paving a road, building a shelter, farming the land)	Match vocabulary with pictures of natural events that alter the environment and communities (e.g., tornados, earthquakes, erosion, fires)	Categorize vocabulary related to human-environmental interaction (e.g., farming, pit mining, housing, transportation, migration, clear cutting, recycling)	Give examples of human interaction and natural events that affect the environment (e.g., acid rain, global warming, tornados, earthquakes, fires, crop rotation, clear cutting, construction)	Identify vocabulary related to human-environmental interaction	G.3.3.3 G.3.3.4 G.3.4.2 G.3.4.4 G.3.4.5 G.3.4.6 G.3.5.1 G.3.5.2 G.3.5.5 G.3.5.6 G.3.5.7

Vocabulary: locate, map, relative location, absolute location, globe, Equator, Prime Meridian, North Pole, South Pole, city, state, country, United States, continent, weather, climate, seasons (spring, summer, fall, winter), transportation, school, community, symbols, special purposes maps (physical, political, historical, relief, population, climate, natural resources), map title, compass rose, legend/key, map scale, cardinal directions (north, south, east, west), intermediate directions, culture, customs, traditions, rural, urban, suburban, environment, recycle, litter, conservation, boundaries, physical features, landforms, air, land, water, ocean, coast, lake, river, mountain, island, desert, region(s), population, latitude, longitude, hemispheres, natural disasters, migration, natural resources, shelter, recreation, Earth, home address, Arkansas, county, capital, change, characteristics, adapt, rain forest, mountain ranges, plateau, peninsula, ethnic, world

Grades 3-5
Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.3-5.1 Identify vocabulary related to local, state, and federal government <ul style="list-style-type: none"> • leaders • services • branches 	Point to visual representations of vocabulary related to local, state, and federal government <ul style="list-style-type: none"> • leaders • services • branches 	Match visual representations of vocabulary related to local, state, and federal government with the written word <ul style="list-style-type: none"> • leaders • services • branches 	Match written vocabulary related to local, state, and federal government with the verbal cue <ul style="list-style-type: none"> • leaders • services • branches 	Sort vocabulary related to local, state, and federal government, using graphic organizers <ul style="list-style-type: none"> • leaders • services • branches 	Identify vocabulary related to local, state, and federal government <ul style="list-style-type: none"> • leaders • services • branches 	C.4.3.1 C.4.3.2 C.4.3.3 C.4.4.1 C.4.4.2 C.4.4.3 C.4.5.1 C.4.5.3 C.4.5.4 C.4.5.5 C.4.5.7 C.4.5.8

Grades 3-5

Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.3-5.2 Define the vocabulary related to being a citizen of the United States (e.g., voting, election, education, jury duty, volunteerism)	Illustrate ways people demonstrate citizenship (e.g., voting, election, education, jury duty, volunteerism)	Match visual representation of citizenship to the written word (e.g., voting, election, education, jury duty, volunteerism)	List examples of ways people demonstrate citizenship (e.g., voting, election, education, jury duty, volunteerism)	Classify activities that demonstrate citizenship, using a graphic organizer (e.g., voting, election, education, jury duty, volunteerism)	Define the vocabulary related to being a citizen of the United States (e.g., voting, election, education, jury duty, volunteerism)	C.5.3.2 C.5.3.3 C.4.4.4 C.5.4.4 C.5.4.5 C.5.5.8 C.5.5.9 C.5.5.10 C.5.5.11 C.5.5.12 C.5.5.13 C.5.5.14 C.5.5.15

Vocabulary: rules, laws, authority, president, governor, mayor, judge, police, government official, democracy, government (local, state, federal), executive branch, legislative branch, judicial branch, Congress, Supreme Court, checks and balances, national symbols, flag, citizen, citizenship, volunteerism, rights and responsibilities, vote, election, political party, government services, constitution, Bill of Rights, United States, amendment, enforce, participate, patriotism, human rights, equal opportunity, justice, candidate, house, senate, jury, jury duty, leaders

Grades 3-5

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.3-5.1 Explain changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Point to pictures indicating change over time (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Match pictures with words associated with changes that occur over time (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Sequence changes in chronological order, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Give examples of changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Explain changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	H.6.3.7 H.6.3.8 H.6.3.9 H.6.3.10 H.6.3.13 H.6.3.14 H.6.3.15 H.6.4.9 H.6.4.10 H.6.4.11 H.6.4.12 H.6.4.13 H.6.4.16 H.6.5.2 H.6.5.7

Grades 3-5

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.3-5.2 Identify vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration)	Point to visual representations of vocabulary related to conflict and consensus (e.g., soldier, war, treaty)	Match visual representations related to conflict and consensus with the written word (e.g., soldier, war, treaty)	Sort vocabulary into conflict and consensus with the verbal cue (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, battle, protest, demonstration)	Give examples of vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration)	Identify vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration)	H.6.3.3 H.6.3.4 H.6.3.5 H.6.3.6 H.6.4.4 H.6.4.5 H.6.4.6 H.6.4.7 H.6.4.8 H.6.5.8 H.6.5.9 H.6.5.10 H.6.5.12 H.6.5.13 H.6.5.14 H.6.5.15 H.6.5.16 H.6.5.17 H.6.5.18 H.6.5.19 H.6.5.20 H.6.5.30 H.6.5.31

Grades 3-5

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
<p>ELPSS.H.3.3-5.3</p> <p>Identify vocabulary associated with movement and expansion in Arkansas and United States history (e.g., colony, trade, expansion, expedition, route, migration, exploration, explorer)</p> <p>▼</p>	Match visual representations with vocabulary related to movement and expansion (e.g., boat, ship, train, covered wagon)	Label illustrations related to movement and expansion (e.g., boat, ship, train, covered wagon, colony, trade, route, migration, exploration, explorer)	Create a word wall, with guidance, using vocabulary related to movement and expansion (e.g., colony, trade, expansion, expedition, route, migration, exploration, explorer)	Create a word wall, in small groups, using vocabulary related to movement and expansion (e.g., colony, trade, expansion, expedition, route, migration, exploration, explorer)	Identify characteristics of movement and expansion in Arkansas and U.S. history (e.g., colony, trade, expansion, expedition, route, migration, exploration, explorer)	<p>H.6.3.15</p> <p>H.6.3.16</p> <p>H.6.3.17</p> <p>H.6.3.18</p> <p>H.6.4.16</p> <p>H.6.4.17</p> <p>H.6.4.18</p> <p>H.6.4.19</p> <p>H.6.4.20</p> <p>H.6.4.21</p> <p>H.6.5.22</p> <p>H.6.5.23</p> <p>H.6.5.24</p> <p>H.6.5.25</p> <p>H.6.5.26</p>

Vocabulary: celebrations, holidays, traditions, symbols, flag, historical site, historical people, historical events, historical contributions, conflict, consensus, chronological order, before/after, first/next/last, now/long ago, yesterday/today/tomorrow, past/present/future, timeline, artifacts, primary sources, secondary sources, change over time, colony, settlement, civilization, freedom, transportation, communication, railroad, technology, tribe, explorer, exploration, expedition, battle, war, revolution, civil war, slavery, soldier, thirteen colonies, westward expansion, nation, territory, BCE/CE – Before Common Era/Common Era, millennium, decade, century, cause and effect, secession, migration, treaty, compromise, freedom, peace, protest, demonstration, trade, route

Grades 3-5

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.3-5.1 Identify vocabulary related to making economic choices (e.g., wants, needs, scarcity, opportunity costs, trade-offs, benefits, incentives, rewards, save, spend, invest)	Recognize vocabulary related to making choices (e.g., wants, needs, scarcity, costs, benefits, incentives, rewards, save, spend, invest)	Match vocabulary related to making economic choices with familiar examples (e.g., wants, needs, scarcity, costs, benefits, incentives, rewards, save, spend, invest)	Illustrate and label steps of the decision making model	Explain an economic choice, using the decision making model and related vocabulary (e.g., wants, needs, scarcity, opportunity costs, trade-offs, benefits, incentives, rewards, save, spend, invest)	Identify vocabulary related to making economic choices (e.g., wants, needs, scarcity, costs, benefits, incentives, rewards, save, spend, invest)	E.7.3.1 E.7.3.2 E.7.3.3 E.7.4.1 E.7.4.2 E.7.4.3 E.7.5.1 E.7.5.2 E.7.5.3 E.7.5.4 E.7.5.5 E.7.5.6 E.7.5.8

Grades 3-5

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels				Social Studies SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
<p>ELPSS.E.4.3-5.2</p> <p>Discuss vocabulary related to human, natural, and capital resources (e.g., producers, consumers, worker, goods, services, renewable, nonrenewable, profit, trade, entrepreneur, productivity, equipment, warehouse)</p>	Recognize vocabulary related to human, natural, and capital resources, using pictures, symbols, or realia	Illustrate familiar human, natural, and capital resources	Categorize resources as human, natural, or capital	Give examples of human, natural, and capital resources	Discuss vocabulary related to human, natural, and capital resources (e.g., producers, consumers, worker, goods, services, renewable, nonrenewable, profit, trade, entrepreneur, productivity, equipment, warehouse)	<p>E.8.3.1</p> <p>E.8.3.2</p> <p>E.8.3.3</p> <p>E.8.3.4</p> <p>E.8.3.5</p> <p>E.8.3.6</p> <p>E.8.4.1</p> <p>E.8.4.2</p> <p>E.8.4.3</p> <p>E.8.3.4</p> <p>E.8.4.5</p> <p>E.8.4.6</p> <p>E.8.5.1</p> <p>E.8.5.2</p> <p>E.8.5.4</p>

Grades 3-5

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels				Social Studies SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPSS.E.4.3-5.3 Identify vocabulary related to currency and financial institutions (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve)	Point to visual representations of vocabulary related to currency and financial institutions (e.g., coin, dollar, dollar sign, bank)	Match visual representations of vocabulary related to currency and financial institutions to the written word (e.g., coin, dollar, dollar sign, bank)	Give examples of currency and financial institutions (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve)	Describe the uses of currency and financial institutions (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve)	Identify vocabulary related to currency and financial institutions (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve)	E.9.3.1 E.9.3.2 E.9.3.3 E.9.4.1 E.9.4.2 E.9.5.1 E.9.5.2 E.9.5.3 E.9.5.7 E.9.5.9

Vocabulary: wants, needs, choices, scarcity, resources (human, natural, capital, limited), trade-off, costs, opportunity cost, incentive, reward, producers, consumers, work(er), job, services, goods, skills, trade, money/currency, barter, monetary, medium of exchange, financial institution, markets, production, specialization, interdependence, decision making model, productivity, entrepreneur, entrepreneurship, profit, saving, characteristics of money (portability, durability, divisibility, uniformity), interest, product, taxes, supply and demand, inflation, import, export, consequence, economic decisions, economy (traditional, market, command), free enterprise system, capital goods, wages/salaries, spend, stock, company, Federal Reserve, price, competition, marketing

Grades 6-8

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.6-8.1 Demonstrate an understanding of vocabulary related to physical features and locations in Arkansas, the United States, and countries throughout the world	Recognize physical features, using pictures or visual aids (e.g., hemispheres, continents, islands, bodies of water, mountains, regions, plateaus, peninsulas, tundra, deserts)	Point to physical features of Arkansas, the United States, and countries throughout the world on a map or globe (e.g., hemispheres, continents, islands, bodies of water, mountains, regions, plateaus, peninsulas, tundra, deserts)	Label physical features of Arkansas, the United States, and countries throughout the world on a map or globe (e.g., hemispheres, continents, islands, bodies of water, mountains, regions, plateaus, peninsulas, tundra, deserts)	Illustrate physical features of Arkansas, the United States, and countries throughout the world on maps and globes (e.g., hemispheres, continents, islands, bodies of water, mountains, regions, plateaus, peninsulas, tundra, deserts)	Demonstrate an understanding of vocabulary related to physical features and locations in Arkansas, the United States, and countries throughout the world	G.1.6.2 G.1.6.3 G.1.6.4 G.1.6.6 G.1.6.9 G.1.6.10 G.1.7.2 G.1.7.3 G.1.7.5 G.1.7.9 G.1.8.1 G.1.8.5

Grades 6-8

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
<p>ELPSS.G.1.6-8.2</p> <p>Demonstrate an understanding of vocabulary related to maps and globes</p> <ul style="list-style-type: none"> • map features • absolute and relative location • physical, political, and special purpose maps 	<p>Recognize map and globe features and purposes (e.g., latitude, longitude, Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, title, legend/key, compass rose, cardinal and intermediate directions, map scale, weather map, climate map, population map, vegetation map)</p>	<p>Label features on various types of maps (e.g., latitude, longitude, Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, title, legend/key, compass rose, cardinal and intermediate directions, map scale)</p>	<p>Construct a map, with guidance, using map components (e.g., title, legend/key, cardinal directions, compass rose, inset map, grid system, latitude, longitude, map scale)</p>	<p>Compare types of information on a variety of special purpose maps and globes (e.g., weather, population, climate, vegetation)</p>	<p>Demonstrate an understanding of vocabulary related to maps and globes</p> <ul style="list-style-type: none"> • map features • absolute and relative location • physical, political, and special purpose maps 	<p>G.1.6.1</p> <p>G.1.6.5</p> <p>G.1.6.7</p> <p>G.1.6.8</p> <p>G.1.6.9</p> <p>G.1.7.1</p> <p>G.1.7.4</p> <p>G.1.7.5</p> <p>G.1.7.7</p> <p>G.1.7.8</p> <p>G.1.8.3</p> <p>G.1.8.4</p>
<p>ELPSS.G.1.6-8.3</p> <p>Describe cultural characteristics of diverse groups in Arkansas, the United States, and the world (e.g., food, clothing, music, art, greetings, customs/traditions)</p>	<p>Point to visual representations of cultural characteristics of familiar and other cultures (e.g., food, clothing, celebrations, sports)</p>	<p>Label cultural characteristics of familiar and other groups (e.g., food, clothing, celebrations, sports)</p>	<p>Give examples of cultural characteristics of familiar and other groups (e.g., food, clothing, celebrations, sports)</p>	<p>Give examples of cultural exchange and assimilation (e.g., foods, clothing, celebrations, music, sports, art, language)</p>	<p>Describe cultural characteristics of diverse groups in Arkansas and the United States (e.g., food, clothing, music, art, greetings, customs/traditions)</p>	<p>G.2.6.1</p> <p>G.2.6.2</p> <p>G.2.6.3</p> <p>G.2.7.1</p> <p>G.2.7.2</p> <p>G.2.7.3</p> <p>G.2.8.1</p> <p>G.2.8.2</p> <p>G.2.8.3</p>

Grades 6-8

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.6-8.4 Discuss vocabulary related to human-environmental interaction	Match vocabulary with pictures of people interacting with the environment (e.g., paving a road, building a shelter, farming the land)	Match vocabulary with pictures of natural events that alter the environment and communities (e.g., tornados, earthquakes, fires)	Illustrate human-environmental interaction (e.g., farming, strip mining, housing, transportation, clear cutting, recycling)	Give examples of human interaction and natural events that affect the environment (e.g., acid rain, global warming, tornadoes, earthquakes, fires, crop rotation, clear cutting, construction)	Discuss vocabulary related to human-environmental interaction	G.3.6.2 G.3.6.4 G.3.6.5 G.3.6.6 G.3.6.7 G.3.7.1 G.3.7.2 G.3.7.3 G.3.8.1 G.3.8.3 G.3.8.5

Vocabulary: locate, map, relative location, absolute location, globe, Equator, Prime Meridian, North Pole, South Pole, city, state, country, United States, continent, weather, climate, seasons (fall, spring, summer, winter), transportation, places, school, community, symbols, special purposes maps (physical, political, historical, relief, population, climate, natural resources, vegetation, weather), compass rose, legend/key, map scale, cardinal directions (north, south, east, west), culture, customs, traditions, racial groups, ethnic groups, rural, urban, suburban, infrastructure, globalization, occupation, communication, environment, recycle, litter, conservation, boundaries, physical features (landforms), air, land, water, ocean, coast, lake, river, mountain, island, desert, region, population, latitude, longitude, hemispheres, nature disasters, migration, natural resources, civilization, chart, graph, acid rain, global warming, ozone depletion, erosion, desertification, identify, shelter, recreation, Earth, illustrate, citizens, religion, title, home address, Arkansas, county, capital, systems, settlements, characteristics, adapt, modify, interdependence, tundra, rain forest, features, mountain ranges, plateau, peninsula, diverse, grid map, ethnic, world, environment, data, consequences, influence, renewable, non-renewable, ethnic, racial, push-pull factors

Grades 6-8

Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.6-8.1 Identify vocabulary related to government <ul style="list-style-type: none"> • leaders • branches • forms 	Point to visual representations of vocabulary related to government <ul style="list-style-type: none"> • leaders • branches • forms 	Match visual representations of vocabulary related to government with the written word <ul style="list-style-type: none"> • leaders • branches • forms 	Match written vocabulary related to government with the verbal cue <ul style="list-style-type: none"> • leaders • branches • forms 	Sort vocabulary related to government, using graphic organizers <ul style="list-style-type: none"> • leaders • branches • forms 	Identify vocabulary related to government <ul style="list-style-type: none"> • leaders • branches • forms 	C.4.6.1 C.4.6.2 C.4.6.3 C.4.6.4 C.4.6.5 C.4.6.6 C.4.6.7 C.4.6.8 C.4.7.1 C.4.7.2 C.4.7.3 C.4.7.4 C.4.8.1 C.4.8.2

Grades 6-8

Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels				Social Studies SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPSS.C.2.6-8.2 Discuss vocabulary related to rights and responsibilities of citizenship, including the election process	Illustrate ways people demonstrate citizenship (e.g., voting, election, obeying laws, volunteerism, education, jury duty)	List vocabulary related to citizenship on a word wall (e.g., voting, election, obeying laws, volunteerism, education, jury duty)	List examples of ways people demonstrate citizenship (e.g., voting, election, obeying laws, volunteerism, education, jury duty)	Describe rights and responsibilities of citizenship	Discuss vocabulary related to rights and responsibilities of citizenship, including the election process	C.5.6.1 C.5.6.7 C.5.6.8 C.5.6.9 C.5.6.10 C.5.6.11 C.5.6.12 C.5.6.13 C.5.6.14 C.5.7.3 C.5.7.4 C.5.8.1 C.5.8.3 C.5.8.4 C.5.8.5 C.5.8.6

Vocabulary: rules, laws, president, governor, mayor, judge, police, government official, local official, democracy, government local, state, federal), executive branch, legislative branch, judicial branch, Congress, Supreme Court, checks and balances, national symbols, flag, citizen, citizenship, patriotism, volunteerism, rights, responsibilities, privileges, vote, election, participation, political party, government services, Declaration of Independence, U. S. Constitution, Bill of Rights, United States, amendment, human rights, justice, equal opportunity, authority, enforce, candidate, house, senate, two-party system, dictatorship, monarchy, constitution, contributions, oligarchy, theocracy, totalitarianism, jury, jury duty

Grades 6-8

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
<p>ELPSS.H.3.6-8.1 Explain changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)</p>	<p>Create a timeline, using pictures or illustrations, depicting change over time (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)</p>	<p>Match vocabulary with pictures or definitions associated with changes that occur over time (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)</p>	<p>Sequence changes in chronological order, using a timeline or time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)</p>	<p>Give examples of changes that occur over time, using a timeline or time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)</p>	<p>Explain changes that occur over time, using a timeline or time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)</p>	<p>H.6.6.2 H.6.6.3 H.6.6.4 H.6.6.5 H.6.6.6 H.6.6.7 H.6.6.8 H.6.6.9 H.6.6.11 H.6.6.12 H.6.7.1 H.6.7.2 H.6.7.3 H.6.7.4 H.6.7.5 H.6.7.6 H.6.7.7 H.6.7.8 H.6.7.10 H.6.7.11 H.6.7.12 H.6.7.13 H.6.7.14 H.6.8.1 H.6.8.2 H.6.8.3</p>

Grades 6-8

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.6-8.2 Discuss vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration, terrorism)	Point to visual representations of vocabulary related to conflict and consensus (e.g., soldier, war, treaty)	Match visual representations related to conflict and consensus with the written word (e.g., soldier, war, treaty)	Sort vocabulary into conflict and consensus with the verbal cue (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, battle, protest, demonstration)	Give examples of vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration)	Discuss vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration, terrorism)	H.6.6.13 H.6.6.14 H.6.6.15 H.6.6.16 H.6.6.17 H.6.6.18 H.6.6.19 H.6.6.20 H.6.6.21 H.6.6.22 H.6.6.23 H.6.6.24 H.6.6.25 H.6.6.26 H.6.6.27 H.6.7.15 H.6.7.16 H.6.7.17 H.6.7.18 H.6.7.19 H.6.7.20 H.6.8.22 H.6.8.23 H.6.8.24 H.6.8.25 H.6.8.26 H.6.8.27 H.6.8.28 H.6.8.29 H.6.8.30

Grades 6-8

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
<p>ELPSS.H.3.6-8.3</p> <p>Discuss vocabulary related to movement and expansion in Arkansas, the United States, and the world, over time (e.g., exploration, explorer, expansion, migration, immigration, trade, route, civilization, boundaries, imperialism, colonialization)</p>	<p>Match pictures with vocabulary related to movement and expansion (e.g., boat, ship, train, covered wagon, airplane, space shuttle, explorer)</p>	<p>Create a word wall of vocabulary related to movement and expansion, with guidance (e.g., exploration, explorer, expansion, migration, immigration, trade, route, civilization, boundaries)</p>	<p>Organize characteristics of movement and expansion, using graphic organizers (e.g., exploration, explorer, expansion, migration, immigration, trade, route, civilization, boundaries, imperialism, colonialization)</p>	<p>Categorize common elements related to movement and expansion (e.g., exploration/ explorer, trade/route, migration/ immigration, imperialism/ colonialization, communication/ technology)</p>	<p>Discuss vocabulary related to movement and expansion in Arkansas, the United States, and the world, over time (e.g., exploration, explorer, expansion, migration, immigration, trade, route, civilization, boundaries, imperialism, colonialization)</p>	<p>H.6.6.28 H.6.6.29 H.6.6.31 H.6.7.21 H.6.7.22 H.6.7.23 H.6.7.24 H.6.7.27 H.6.8.31 H.6.8.32 H.6.8.33 H.6.8.34 H.6.8.35 H.6.8.39</p>

Grades 6-8

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
<p>ELPSS.H.3.6-8.4</p> <p>Discuss vocabulary related to cultural and societal changes over time in Arkansas, the United States, and the world (e.g., assimilation, cultural exchange, commonalities, difference, renaissance, suffrage, civil rights, social and political reform)</p>	<p>Recognize commonalities and differences among familiar cultures</p>	<p>Create a word wall related to cultural and societal changes, with guidance</p>	<p>Give examples of cultural and societal changes</p>	<p>Compare and contrast examples of cultural and societal changes over time, using a graphic organizer (e.g., use a T-chart to show changes in suffrage, use a web to chart changes in film, use a Venn diagram to show assimilation of immigrants to the mainstream culture)</p>	<p>Discuss vocabulary related to cultural and societal changes over time in Arkansas, the United States, and the world (e.g., assimilation, cultural exchange, commonalities, difference, renaissance, suffrage, civil rights, social and political reform)</p>	<p>H.6.6.33 H.6.6.34 H.6.6.35 H.6.7.27 H.6.7.28 H.6.7.29 H.6.7.30 H.6.7.31 H.6.8.36 H.6.8.37</p>

Vocabulary: celebrations, holidays, traditions, symbols, flag, historical site, historical people, historical events, historical contributions, conflict, chronological order, before/after, first/next/last, now/long ago, yesterday/today/tomorrow, past/present/future, timeline, artifacts, primary sources, secondary sources, change over time, colony, settlement, civilization, religious freedom, political freedom, transportation, communication, railroad, technology, tribe, explorer, exploration, expedition, battle, war, revolution, civil war, slavery, colonization, culture, westward expansion, nation, territory, BCE/CE – Before Common Era/Common Era, millennium, decade, century, industrial revolution, cause and effect, secession, reconstruction, reformation, reformer, empire, ancient, dynasty, depression, feudalism, medieval, space program/race, society, social and political reform, suffrage, weapons, plague, pandemic, global relations, communism, fascism, imperialism, nationalism, invasion, alliance, holocaust, arms race, civil rights, segregation, desegregation, terrorism, labor unions, migration, trade route, prohibition, theocracy, renaissance, genocide, consensus

Grades 6-8

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels				Social Studies SLE Connections	
	Level 1	Level 2	Level 3	Level 4		Level 5
ELPSS.E.4.6-8.1 Make conditional statements (if...then) related to economic choices (e.g., supply/ demand--if there is a large supply of oil, then prices will fall)	Use pictures to identify items that may be categorized as wants or needs	Identify choices people make that impact personal wants and needs (e.g., scarcity, trade-offs, benefits, opportunity costs, incentives, save, spend, invest)	Illustrate and label steps of the decision making model	Discuss opportunity costs with regard to decision making	Make conditional statements (if...then) related to economic choices (e.g., supply/ demand--if there is a large supply of oil, then prices will fall)	E.7.6.1 E.7.6.2 E.7.6.3 E.7.6.4 E.7.6.5 E.7.6.6 E.9.6.10 E.7.7.1 E.7.7.2 E.7.7.3 E.7.7.4 E.7.7.5 E.7.7.6 E.9.7.7 E.7.8.1 E.7.8.2 E.7.8.3 E.7.8.4 E.9.8.8

Grades 6-8

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.6-8.2 Demonstrate an understanding of vocabulary related to factors of production (e.g., human resources, capital resources, natural resources, entrepreneurship)	Identify vocabulary related to familiar human, natural, and capital resources, using pictures, symbols, or realia (e.g., producer, entrepreneur, consumer, worker, equipment, renewable resources, nonrenewable resources, productivity, wages, rent, profit)	Illustrate and label familiar factors of production (e.g., human resources, capital resources, natural resources)	Give examples of factors of production (e.g., assembly line, competition, specialization, productivity, industrialization, technology, petroleum)	Classify factors of production as human, natural and/or capital resources	Demonstrate an understanding of vocabulary related to factors of production (e.g., human resources, capital resources, natural resources, entrepreneurship)	E.8.6.1 E.8.6.2 E.8.6.3 E.8.6.4 E.8.7.1 E.8.7.2 E.8.7.3 E.8.8.1 E.8.8.2 E.8.8.3

Grades 6-8

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.6-8.3 Identify vocabulary related to currency and financial institutions over time (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve, stock market)	Recognize visual representations of vocabulary related to currency and financial institutions (e.g., coin, dollar, dollar sign, bank, stock market, Federal Reserve)	Match visual representations of vocabulary related to currency and financial institutions to the written word (e.g., coin, dollar, dollar sign, bank, stock market, Federal Reserve)	Give examples of various types of currency and financial institutions over time (e.g., coin, dollar, gold, iron bars, shells, beads, banks, credit unions, mortgage loan companies, Federal Reserve)	Describe the characteristics and/or uses of currency and financial institutions over time	Identify vocabulary related to currency and financial institutions over time (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve, stock market)	E.9.6.1 E.9.6.2 E.9.6.3 E.9.6.4 E.9.6.7 E.9.6.9 E.9.7.1 E.9.7.2 E.9.7.3 E.9.7.5 E.9.8.1 E.9.8.2 E.9.8.7

Grades 6-8

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.6-8.4 Identify vocabulary related to the exchange of goods and services (e.g., supply, demand, competition, markets, import, export, product, trade)	Point to visual representations of familiar goods and services	Recognize vocabulary related to familiar examples of trade (e.g., purchase a product, exchange chores, import, export, price, quantity, markets)	Sort vocabulary related to goods and services, supply and demand, and trade	Give examples of vocabulary related to goods and services, supply and demand, and trade	Identify vocabulary related to the exchange of goods and services (e.g., supply, demand, competition, markets, import, export, product, trade)	E.9.6.8 E.9.6.10 E.9.6.11 E.9.7.4 E.9.7.7 E.9.8.5 E.9.8.8 E.9.8.9

Vocabulary: economic wants and needs, choices, scarcity, resources (human, natural, capital, limited), trade-off, costs, opportunity cost, incentive, reward, producers, consumers, work(er), job, services, goods, skills, trade, money/currency, barter, medium of exchange, financial institution, markets, production, specialization, decision making model, productivity, entrepreneur, profit, saving, measure of value, portability, durability, divisibility, uniformity, interest, product, taxes, supply and demand, inflation, import, export, consequence, economic decisions, economy (traditional, market, command), free enterprise system, capital goods, wages/salaries, spend, stock, company, Federal Reserve, price, competition, marketing, standard of living, industrialization, account (savings, checking), transaction, deposit, stock market, standardization

Glossary for K-8 Social Studies Curriculum Framework

Abolitionists	Reformers who fought for the end of slavery
Absolute location	The position of a point on Earth's surface that can usually be described by latitude and longitude. Another example of absolute location would be the use of a nine-digit zip code and street address
Absolute ruler	Monarch who holds supreme power and authority
Artifact	An object made by groups of humans, such as tools and clothes; any object made by human work or skill
Assimilation	Process of adopting another culture while keeping aspects of one's own culture
Astrolabe	Instrument that measures latitude using celestial bodies
Barter	The direct exchange of goods or services between people
Capital resources	Goods used in the production of other goods
Caravels	Portuguese cargo ships of the late 15 th century which had a stern rudder making it capable of ocean and river navigation
Cardinal directions	The four main directions: north, east, south, and west
Climate	Long-term patterns and trends in weather elements and atmospheric conditions
Codified	Organized and arranged in a systematic order
Columbian Exchange	The transfer, beginning with Columbus' first voyage, of plants, animals, and diseases between the Western Hemisphere and Eastern Hemisphere
Command economy	A system in which the basic economic questions are generally answered by the government
Compass rose	A symbol on a map indicating direction (e.g., north, southwest)
Consumer	One who buys or rents goods or services and uses them
Counter Reformation	Also referred to as Catholic Reformation; an attempt to reform Catholic Church policies and refute Protestant challenges
Cultural diffusion (exchange)	Spread of ideas, customs, and technologies from one group of people to another
Culture	Learned behavior of people (e.g., belief systems and languages, social relations, institutions, organizations) and their material goods (e.g., food, clothing, buildings, and technology)
Decision making model	A five-step process for making economic choices: (1) state the problem, (2) list the alternatives, (3) state the criteria, (4) evaluate the criteria, (5) make a decision
Demand	The number of consumers who desire the goods that are in supply
Divine right of kings	Political theory that a ruler derives his or her power directly from God and is only accountable to God
Divisibility	The capacity to be separated into parts
Durability	The ability of a product to be reused
Economy	System by which goods and services are produced and distributed
Emancipation Proclamation	Executive order issued by President Abraham Lincoln on January 1, 1863, that freed enslaved African-Americans in the Confederate states
Empire	Group of states or territories controlled by one ruler

Entrepreneur	A person who organizes, operates, and assumes the risk for a business hoping to make a profit
Equator	An imaginary line running east and west that circles the earth halfway between the North and South Poles; 0° latitude
Ethnic	Characteristics of a specific group or culture
Factors of production	Natural resources, human resources, capital resources, and entrepreneurship required to produce any food or service
Fascism	A political philosophy, movement, or government that places national identity and interests over individual freedom; the opposite of liberal democracy
Federal Reserve	The central banking system of the United States
Flapper	Women of the 1920s who challenged social traditions with their dress and behavior
Free enterprise	Economic system in which business is permitted to compete without government control
Globalization	Development of an integrated global economy marked by free trade, free flow of capital, and the tapping of cheaper foreign labor markets
Goods	Items one buys or sells that can be made or grown (e.g., food, clothing, cars)
Gross Domestic Product (GDP)	Market value of goods and services produced within a country during a given time
Harlem Renaissance	Period of African-American artistic accomplishments that began in the 1920s in the Harlem neighborhood of New York City
Hemispheres	Half of the globe; divided into Northern, Southern, Eastern, and Western
Historical map	A map that shows how a place looked in an earlier time
Human capital	Knowledge and skills that enable workers to be productive
Human resource	A person's intellectual and physical abilities
Imperialism	Quest for colonial empires
Indigenous	That which originates, produces, grows, lives, or occurs naturally in a particular region or environment
Industrialization	An industrial revolution that resulted in social and economic change
Inflation	Rise in the average price level of all goods and services produced in an economy.
Infrastructure	Basic facilities, services, and installations needed for the functioning of a community or society (e.g., transportation and communication systems, water and power lines, public institutions)
Inset map	A small map set within a larger map to show detail or additional information
Interdependence	Reliance on people in other places for information, resources, goods, and services
Intermediate (ordinal) directions	Directions between cardinal directions (northwest, southwest, southeast, northeast)
Internment	Being held against one's will without being charged with a crime
Interstate	Commerce between states
Intrastate	Commerce within states

Jazz Age	Description of the 1920s based on musical styles originating with African-American musicians in New Orleans and gaining national appeal
Latitude	Imaginary lines around the globe that run east and west; also called parallels
Legend/Key	An explanation of what the symbols on a map stand for; explains the meaning of map symbols
Limited resources	Lacking in goods and services
Longitude	Imaginary lines around the globe the run between the North and South Poles; also called meridians
Loyalists	American colonists who supported the British government during the American Revolution
Mandate of Heaven	In Asia, the authority granted by Heaven to deserving rulers
Manifest Destiny	The 19 th century belief that the United States would inevitably expand westward to the Pacific Ocean and into Mexican territory
Map scale	The relationship or ratio between a linear measurement on a map and the corresponding distance on Earth's surface.
Market	A place or process through which goods and services are exchanged; any setting in which exchange occurs between buyers and sellers
Market economy	Economic system that permits an open exchange of goods and services between producers and consumers
Measure of value	The estimated value of goods and services produced in the economy
Medium of exchange	A generally accepted means of payment for goods and services
Mosaic	A mixture of people from different cultures and races who blend together by altering their native culture and language
Nationalism	National pride or loyalty
Natural resource	Anything found in nature that can be used to produce a product (e.g., land, water, coal)
Nazism	A political ideology of racist nationalism, national expansion, and state control of the economy
Opportunity cost	The highest valued alternative given up when a decision is made; the value of the next best alternative that must be given up when a choice is made
Patriots	Colonists who supported American independence from Britain
Peninsula	An extension of land almost completely surrounded by water but connected to a larger area of land
Physical map	A map that shows mountains, rivers, valleys, oceans, and other natural features
Place	Physical and human characteristics that distinguish one geographic location from another
Plateau	A landform that has steep sides and a flat top
Political map	A map designed primarily to show countries, states, cities, towns, and man-made boundaries
Portability	The general characteristic of being readily transportable from one location to another
Primary source	Original documents, manuscripts, or records
Prime Meridian	An imaginary line running north and south that divides Earth into the Eastern and Western Hemispheres; 0° longitude
Producer	One who makes goods or services
Productive resource	Natural resources, human resources, capital resources, and entrepreneurship used to make goods and services

Productivity	Amount of output per unit of input over a period of time
Protestant Reformation	A 16 th century movement which began in Germany that resulted in a break within the Catholic Church and led to the creation of the new Protestant churches
Push-pull factors	Conditions that motivate individuals to migrate to or from a location
Region	An area with one or more common characteristics or features that give it a measure of uniformity and make it different from surrounding areas
Relative location	The site of a place or region in relation to other places or regions (e.g., northwest, downstream)
Renaissance	An era of creativity and learning which began in Italy in the 14 th century and resulted in a renewed interest in Greek and Roman civilizations
Roaring Twenties	Description of the 1920s based on a booming economy and a celebration of youth
Rural	An area with low population density (e.g., village, countryside)
Scarcity	An economic condition that exists when demand is greater than supply
Secondary source	Artifact or record that is not original work but builds on a primary source
Services	The performance of any duty or work for others
Simony	The buying or selling of a church office
Special purpose map	Also called a thematic map; used to show more specific information than a general map
Specialization	A person highly trained to do one specific job
Store of value	A method of storing and accumulating wealth
Suburban	A residential district located on the outskirts of a city
Suffrage	Right to vote
Supply and demand	The economic theory that shows the relationship between supply and demand; when supply exceeds demand, prices fall, and when demand exceeds supply, prices rise
Talkies	Motion pictures with sound
Temperance	An organized movement to stop the drinking of alcoholic beverages
Timeline	A span of chronological time during in which something exists or happens
Trade off	Giving up one thing in order to have another
Traditional economy	Economic system based on barter of goods and services
Triangular trade	The trans-Atlantic system of trade in which goods and people, including slaves, were exchanged between Africa, Europe, the West Indies, and colonies in North America
Uniformity	A condition in which everything is consistent and unvarying
Urban	An area with high population density (e.g., town, city)
Voluntary exchange	Trading goods and services with other people because both parties expect to benefit
Wages	Payment earned for production of goods and services
Yellow journalism	Sensational news reporting, first used by Joseph Pulitzer and William Randolph Hearst, designed to influence public opinion

English Language Proficiency Framework
Connections for Science and Social Studies

Contributors

The following people contributed to the development of this document:

Cherokee Cole, Springdale School District	Kathy Prophet, Springdale School District
Debra Culppepper, Hope School District	Darla Shelley Proppe, Lake Hamilton School District
Chris Epperson, Fayetteville School District	Leslie Purdy, Little Rock School District
Lynn Faught, Farmington School District	Johye Richey, Batesville School District
Jan George, Dardanelle School District	Leah Roberts, Greenbrier School District
Doretta Griffin, Hamburg School District	Marlene Schwerin, Siloam Springs School District
Angela Hibbs, Hope School District	Linda Summers, Berryville School District
Tina Howlett, Rogers School District	Maria Touchstone, North Little Rock School District
Hanna Morgan, Green Forest School District	Nancy Varnell, El Dorado School District
Sharon Nichols, Conway School District	Amanda Warren, Little Rock School District
Madeline Phillips, Clarksville School District	Tammy Whatley, De Queen School District
Brenda Powell, Hope School District	Charline White, Green Forest School District

Arkansas Department of Education
Rules Governing the Calculations of Miscellaneous Funds
August 2009

1.00 Authority

- 1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-20-2301 et seq. and 6-20-2503 and Acts 154 and 1469 of 2009.
- 1.02 These Rules shall be known as the Arkansas Department of Education Rules Governing the Calculations of Miscellaneous Funds (Rules).

2.00 Purpose

- 2.01 The purpose of these Rules is to define the procedures for the calculations of Miscellaneous Funds for state Foundation Funding and for Bonded Debt Assistance funding.

3.00 Definitions

For purposes of these Rules, the following terms mean:

- 3.01 "Average Daily Membership (ADM) – The total number of days of school attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time, rounded to the nearest hundredth. Students who may be counted for average daily membership are:
- 3.01.1 Students who reside within the boundaries of the school district and are enrolled in a public school operated by the school district and in a curriculum that fulfills the requirements established by the state board under the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 3.01.2 Legally transferred students living outside the school district but are attending a public school in the school district under a provision of the Arkansas Code and in a curriculum that fulfills the requirements established by the state board under the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.01.3 Open-enrollment public charter school students who are enrolled in a curriculum that fulfills the requirements established by the state board under the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.01.4 “Students who are eligible to attend and who reside within the boundaries of a school district and are enrolled and participate in the Arkansas National Guard Youth Challenge Program.

~~3.01 “Local revenue per student” as used in calculating foundation funding for public school districts means in each school year ninety-eight percent (98%) of the amount of revenue available, whether or not collected, in a school district solely from the levy of the uniform rate of tax plus the Miscellaneous Funds used in the calculation of foundation funding for public schools divided by the average daily membership of the school district.~~

~~3.023.03 “Local revenue per student” as defined in Ark. Code Ann. § 6-20-2503 for bonded debt assistance means in each school year ninety-eight percent (98%) of the amount of revenue available, whether or not collected, in a school district solely from the levy of the uniform rate of tax plus the average Miscellaneous Funds collected in the previous five (5) years divided by the average daily membership of the school district.~~

~~3.033.02 “Miscellaneous Funds” as used in calculating Foundation Funding and Bonded Debt Assistance for public school districts means the average of those funds collected in the five (5) school years immediately preceding the previous school year, consisting of funds received by a school district from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes, funds received by the school district in lieu of taxes, and local sales and use taxes dedicated to education under § 26-74-201 et seq., § 26-74-301 et seq., § 26-75-301 et seq., and the Local Government Bond Act of 1985, §14-164-301 et seq.; and multiplied by the ratio of the uniform rate of tax to the school district’s total millage rate in effect as of January 1 of the fiscal year prior to the current funding year.~~

~~3.04 “Miscellaneous Funds” as defined in Ark. Code Ann. § 6-20-2503 for bonded debt assistance means those funds received by a local school district from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes, funds received by the district in lieu of taxes, and local sales and use taxes dedicated to education pursuant to §§ 26-74-201 et seq., 26-74-301 et seq., 26-75-301 et seq., and 14-164-301 et seq.~~

~~3.053.03~~ "School Year" is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.

4.00 Procedures for Miscellaneous Funds Used in the Foundation Funding Calculation

4.01 The calculation of Foundation Funding for public school districts uses Miscellaneous Funds listed in ~~3.03-02~~ of this Rule calculated pursuant to § 6-20-2303 (11) amended by Acts 154 and 1469 of 2009 as follows:

~~4.01.1 The average of those funds listed in 3.03 of this Rule collected in the five (5) school years immediately preceding the previous school year, and multiplied by the ratio of the uniform rate of tax to the school district's total millage rate in effect as of January 1 of the fiscal year prior to the current funding year.~~

4.01.~~2-1~~ If a school district did not received funds from a category of Miscellaneous Funds listed in ~~3.03-02~~ of this Rule during in the most recent school year used to calculate the five-year average, then previous collections from that category of Miscellaneous Funds shall not be included in the five-year average calculation of Miscellaneous Funds used in the calculation of Foundation Funding.

4.02 The calculation of Miscellaneous Funds shall be an annual calculation.

5.00 Procedures for Miscellaneous Funds Used in the Bonded Debt Assistance Calculation

5.01 The calculation of Bonded Debt Assistance funding for public school districts uses Miscellaneous Funds listed in ~~3.04-02~~ of this Rule calculated pursuant to § 6-20-~~2503-2303~~ (11) amended by Act 154 and 1469 of 2009 as follows:~~as the average of Miscellaneous Funds collected in the previous five (5) years.~~

5.01.1 If a school district did not received funds from a category of Miscellaneous Funds listed in 3.02 of this Rule during in the most recent school year used to calculate the five-year average, then previous collections from that category of Miscellaneous Funds shall not be included in the five-year average calculation of Miscellaneous Funds used in the calculation of Bonded Debt Assistance funding

~~5.02 — The initial payment of bonded debt assistance in July will be based on estimated Miscellaneous Funds. The estimate will be the average of the five (5) most recent years of Miscellaneous Funds data available.~~

~~5.03 — The second and final payment of bonded debt assistance in January will be based on Miscellaneous Funds data as defined in 5.01 of this Rule. Any adjustments needed as a result of the Miscellaneous funds estimate used for the first payment will be made at this time.~~

5.~~04~~02 The calculation of Miscellaneous Funds shall be an annual calculation.

**Arkansas Department of Education
Proposed Rules Governing Reimbursement by School Districts for
Election Expenses
July 2009**

1.00 Regulatory Authority

These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-14-118, and Act 292 of the 2009 regular session.

2.00 Purpose

This rule shall apply to all school districts and establishes the procedures to be used to determine the reimbursement amount that districts shall pay to the county to assist with the cost of school elections.

3.00 Procedures

3.01 This rule shall apply to all annual and special school elections.

3.02 Beginning with the 2009-2010 school year and each year thereafter, school districts in the county shall reimburse the county for the cost of the school election less expenses incurred for election officials at individual polling places.

3.03 Each district's share of the total cost of the school election shall be determined by multiplying the total cost of the election by a fraction, the numerator of which is the number of votes cast in the specific school election and the denominator of which is the total number of votes cast in the entire election.

3.04 Expenses incurred for election officials at individual polling places shall be paid by the school district in which the polling place is located.

3.05 Districts shall pay the expenses for all annual or special elections from the school operating fund.

Arkansas Department of Education
Rules Governing the Regulatory Basis of Accounting
August 2009

1.00 Authority

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code 6-11-105.

1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Regulatory Basis of Accounting.

2.00 Purpose

2.01 The purpose of these Rules is to establish a consistent basis of accounting for schools.

3.00 Definitions - For purposes of these Rules, the following term means:

3.01 "Accrue" To record revenues when earned and to record expenditures as soon as they result in liabilities, regardless of when the revenue is actually received or the payment is actually made.

3.02 "Assets" – Probable future economic benefits obtained or controlled by a particular entity as a result of past transactions or events. Examples include: cash, investments, receivables, prepaid items, inventory, land, building, and equipment.

3.03 "Deferred Revenue" – Revenue received prior to the fiscal year in which it is earned . Deferred revenue is recorded as a liability when received and as revenue in the fiscal year it is earned.

3.04 "Expenditures" – Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year.

3.05 "Liabilities" – Debt or other legal obligations arising out of transactions in the past which are payable but not necessarily due.

~~3.02~~ 3.06 "Regulatory Basis of Accounting" – A basis of accounting that the reporting entity (school) uses to comply with the requirements or financial reporting provisions of a governmental regulatory agency (Arkansas Department of Education) to whose jurisdiction the entity is subject.

3.07 "Revenues" – Additions to assets which do not increase a liability, do not represent the recovery of an expenditure, do not represent the cancelation of certain liabilities without a corresponding increase in other liabilities or decrease in assets and do not represent contributions of fund capital in Food Service and Pupil Activity Funds.

~~3.01~~ 3.08 "School" – any public school district, charter school, educational cooperative, or any publicly supported entity having supervision over public educational entities.

3.09 “Uniform Rate of Tax (URT)” – Ad Valorem property tax of twenty-five (25) mills levied on the assessed value of all taxable real, personal, and utility property in the state to be used solely for maintenance and operations for the schools per Article 14, Section 3 of the Constitution of the State of Arkansas of 1874.

4.00 Financial Reporting-Regulatory Basis of Accounting

- 4.01 The financial statements shall be presented on a fund basis format. There shall be no entity-wide statements.
- 4.02 The financial statements shall consist of: Balance Sheet –Regulatory Basis; Statement of Revenues, Expenditures and Changes in Fund Balances –Governmental Funds - Regulatory Basis; Statement of Revenues, Expenditures and Changes in Fund Balances –Budget and Actual –General and Special Revenue Funds –Regulatory Basis.
- 4.03 There shall be included a Schedule of Capital Assets, including land, buildings and equipment, as supplemental information. The Capital Assets shall be reported net of accumulated depreciation.
- 4.04 Major governmental funds shall be defined as general and special revenue. Such funds shall be presented separately in the financial statements. All other governmental funds shall be presented in the aggregate. Fiduciary fund types shall be presented in a separate column in the Balance Sheet –Regulatory Basis.
- 4.05 Revenues, except for property taxes (see below), shall be reported in the financial statements in the accounting period in which they become susceptible to accrual – that is, when they become both measurable and available to finance expenditures of the fiscal period. Expenditures shall be reported in the financial statements when the related liability is incurred. Such expenditures shall not include accruals for interest payable, compensated absences, prepaid expenses or inventories. Reported liabilities, except for deferred taxes, shall not include the current portion of long-term debt or deferred revenues. Property taxes shall be accrued or deferred, as applicable, in accordance with current approved guidelines issued by the Arkansas Department of Education (ADE). Arkansas law defines revenue receipts of a school district and includes forty percent (40%) of the proceeds of local taxes which are not pledged to secure bonded indebtedness or forty percent (40%) of the revenue from the uniform rate of tax whichever is greater collected in the succeeding calendar year, commonly known as 40% pullback, within that definition. School districts must utilize the 40% pullback amount, as calculated by the ADE and reflected on the respective county’s abstract of assessments, in recording property tax revenue as follows:
- If the amount of 40% pullback collected by June 30th is less than the calculated 40% pullback amount, the difference must be accrued;
 - If the amount of 40% pullback collected by June 30th is more than the calculated 40% pullback amount, the excess must be recorded as deferred tax revenue.

- 4.06 Revenues shall be reported by major sources, and expenditures shall be reported by major function.
- 4.07 Other transactions which are not reported as revenues or expenditures shall be reported as other financing sources and uses. Transactions related to the recording of installment contracts, capital leases, and significant insurance recoveries shall be reported as other financing sources. Losses resulting from the impairment of capital assets shall not be reported in the financial statements.
- 4.08 The carrying value of sinking funds, required by the provisions of a Qualified Zone Academy Bond (QZAB), shall be reported at cost. Risk disclosures of the related investments, as addressed in Governmental Accounting Standards Board Statement No. 40, shall not be included in the Notes to Financial Statements.
- 4.09 The Notes To Financial Statements (NTFS) shall include those disclosures appropriate to the regulatory basis of accounting. The NTFS shall also include the following, if applicable: summarized reporting information, if material, pertaining to component units, related organizations, and other affiliated organizations (as defined by the Governmental Accounting Standards Board), changes in private-purpose trust funds, and required disclosures related to long-term debt.
- 4.10 There shall be no Management's Discussion and Analysis.
- 4.11 The Schedule of Expenditures of Federal Awards shall be reported on the same basis of accounting as the financial statements.
- 4.12 Those payments made by the Arkansas Department of Education (ADE) on behalf of schools, but not directly to schools, shall not be recorded as revenue and expenditures by the schools. (Example: Health Insurance, contributions paid by ADE in accordance with Arkansas Code Annotated §6-17-1117.)

5.00 Alternative Basis of Presentation

- 5.01 The governing body of a school district may adopt a resolution, not less than six months before the end of the school fiscal year, requiring their financial statements be presented in accordance with the standards established by the Governmental Accounting Standards Board, the American Institute of Certified Public Accountants, and the United States Government Accountability Office. Once this resolution is made, it shall remain in effect until the governing board rules otherwise.
- 5.02 This resolution adopting the Alternative Basis of Presentation must be submitted to the Department of Education within ten (10) days of adoption by the local school board.

ARKANSAS DEPARTMENT OF EDUCATION
PROPOSED RULES IDENTIFYING AND GOVERNING
THE ARKANSAS FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM
August 2009

1.00 AUTHORITY

- 1.01 The Arkansas State Board of Education’s authority for promulgating these rules is pursuant to Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 25-15201 et seq., Ark. Code Ann. § 6-20-1901 et seq. Act 1467 of 2003, Act 741 of 2007, Act 1469, Section 11 of 2009, Act 798 of 2009, and Act 1289 of 2009.
- 1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Fiscal Assessment and Accountability Program.
- 1.03 These rules will replace any former Arkansas Department of Education Rules Identifying and Governing School Districts and Education Service Cooperatives in Fiscal Distress previously adopted.

2.00 PURPOSE

- 2.01 The purpose of these rules is to establish how the Department and State Board will evaluate, assess, identify, classify and address those school districts and education service cooperatives in fiscal distress.

3.00 DEFINITIONS – For purposes of these rules, the following terms mean:

- 3.01 “Annexation”– the joining of an affected school district or districts or parts thereof with a receiving district pursuant to § 6-13-1401.
- 3.02 “Capital Outlay Expenditures” – Land, land improvements, buildings, infrastructure and equipment having a unit value of \$1,000 or more and a life expectancy of more than one year.
- ~~3.03~~ “Consolidation” - the joining of two (2) or more school districts or parts thereof create a new resulting school district pursuant to § 6-13-1401.
- ~~3.04~~ “Current Year Expenditures” - the total expenditures accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.
- ~~3.05~~ “Current Year Revenues” - the total revenues accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.
- ~~3.06~~ “Day” – a calendar day, regardless of whether it is a day the Department is conducting official governmental business.

- 3.076 “Debt” – a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the district or cooperative.
- 3.087 “Declining Balance” - the current year expenditures exceeding current year revenues.
- 3.098 “Department” - the Arkansas Department of Education.
- 3.1009 “Education Service Cooperative” - The intermediate service units in the state’s elementary and secondary education system established by the State Board of Education pursuant to A.C.A. §6-13-101 et seq.
- 3.1140 “The Fiscal Distress Financial Improvement Plan (Plan)” - the written plan submitted by a district or cooperative classified in fiscal distress and approved by the Department to be implemented by the district or cooperative addressing each indicator of fiscal distress identified by the Department and the State Board with a specific corrective action plan and timeline.
- 3.1244 “Fiscal Distress Status” - to be identified by the Department and classified by the State Board as being in fiscal distress.
- 3.1342 “Fiscal Integrity” - to comply completely and accurately with financial management, accounting, auditing, and reporting procedures and facilities management procedures as required by state or federal laws and regulations in a forthright and timely manner.
- 3.1443 “Jeopardize” -to expose to loss or injury or peril.
- 3.1514 “Material Failure, Violation, Default, or Discrepancies” – an act, omission, event, circumstances or combination thereof that directly jeopardizes the fiscal integrity of a school district or education service cooperative. In other words, but for the material failure, violation, default, or discrepancy, the district’s or cooperative’s fiscal integrity would not be jeopardized.
- 3.16 “Non-Material Failure, Violation, Default, or Discrepancies” – An act, omission, event, circumstance, or combination thereof, that does not directly jeopardize the fiscal integrity of a school district or education service cooperative, but if not corrected could become material.
- 3.1745 “Public School or School District” - a public school or school district created or established pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to A.C.A. §615-501; A.C.A. §9-28-205 and A.C.A. §12-29-301-310, or other provisions of Arkansas law.

- 3.~~1816~~ “School Year” - a school year beginning July 1 of one calendar year and ending June 30 of the following calendar year.
- 3.~~1917~~ “State Board” - the Arkansas State Board of Education.
- 3.~~2018~~ “Reconstitution” - the reorganization of the administrative unit or board of a school district or education service cooperative; including, but not limited to, the replacement or removal of a current superintendent or director, or the removal or replacement of a board or both.
- 3.~~2119~~ Restricted Funds – Funds accruing to the teacher salary, operating and debt service funds that can be used only for specific purposes as stated in law or in accordance with a grant award (such as NSLA, ALE, ELL, Professional Development).

4.00 SCHOOL DISTRICT INDICATORS OF FISCAL DISTRESS PURSUANT TO FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM

- 4.01 A school district or education service cooperative meeting any of the following criteria may be identified by the Department to be in fiscal distress upon final approval by the State Board:
- 4.01.1 A declining balance determined to jeopardize the fiscal integrity of a school district or education service cooperative; or
- 4.01.2 An act or violation determined to jeopardize the fiscal integrity of a school district or education service cooperative, including without limitation:
- a. Material failure to properly maintain facilities;
 - b. Material violation of local, state, or federal fire, health, or safety code provisions or law;
 - c. Material violation of local, state, or federal construction code provisions or law;
 - d. Material state or federal audit exceptions or violations;
 - e. Material failure to provide timely and accurate legally-required financial reports to the Department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;
 - f. Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;
 - g. Material failure to meet legally binding minimum teacher salary schedule obligations;
 - h. Material failure to comply with state law governing purchasing or bid requirements;
 - i. Material default on any debt obligation;
 - j. Material discrepancies between budgeted and actual expenditures;

- k. Material failure to comply with audit requirements; or
- l. Material failure to comply with any provision of the Arkansas Code that specifically places a school district or education service cooperative in fiscal distress based on noncompliance;

4.01.3 Any other fiscal condition of a school district or education service cooperative deemed to have a material detrimental negative impact on the continuation of educational services by that school district or education service cooperative.

4.01.4 In determining a declining balance trend, capital outlay expenditures for academic facilities will be excluded in order to project future fund balances.

5.00 PROCESS AND PROCEDURE FOR CLASSIFICATION OF FISCAL DISTRESS STATUS

5.01 A school district or education service cooperative identified by the Department as being in fiscal distress shall be classified in fiscal distress upon final classification by the State Board.

5.02 A district classified as in fiscal distress shall be required to publish at least one (1) time for two (2) consecutive weeks in a newspaper of general circulation in the school district the school district's classification as a school district in fiscal distress and the reasons why the school district was classified as being in fiscal distress.

5.02.1 The district shall publish this announcement within 30 calendar days of the final classification by the State Board.

5.02.2 The newspaper of general circulation may be either a daily or weekly newspaper.

5.03 An education service cooperative, within two (2) weeks following the date the education service cooperative receives the final classification by the State Board of fiscal distress shall:

503.1 Notify in writing each public school district in its service area that the education service cooperative is classified as being in fiscal distress.

503.2 File with the Department a fiscal distress plan

5.04 The provisions of subdivisions 5.01 through 5.03 of this section are effective after the school district's or education service cooperative's appeal rights have been exhausted.

5.05 The decision of the State Board shall be a final order and there is no further right of appeal except the school district or education service cooperative may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201, et seq.

6.00 PROCESS AND PROCEDURE FOR NOTIFICATION OF FISCAL DISTRESS STATUS AND APPEAL

6.01 The Department shall provide written notice, via certified mail return receipt requested, to the president of the board and the superintendent or director of each school district or education service cooperative identified as being in fiscal distress.

6.01.1 The Department shall provide the notice to school districts on or before March 30 of each year.

6.01.2 At any time after March 30, the Department may identify a school district as being in fiscal distress if the Department discovers that a fiscal condition of a school district negatively impacts the continuation of educational services by the school district. If this identification occurs, the department shall immediately provide the same notice described in 6.01.

6.01.03 The Department shall provide the notice to education service cooperatives within ten (10) calendar days of identification.

6.02 Any school district or education service cooperative identified in fiscal distress status may appeal to the State Board by filing a written appeal, with the Office of the Commissioner of Education, by certified mail return receipt requested, within thirty (30) calendar days of receipt of notice of being identified in fiscal distress status from the Department.

6.03 The State Board shall hear the appeal within sixty (60) calendar days of receipt of the written notice of appeal from the school district or education service cooperative.

6.04 The written appeal shall state, in clear terms, the reason why the school district or education service cooperative should not be classified as in fiscal distress.

6.05 Notwithstanding any appeal rights in this subchapter, no appeal shall stay the Department's authority to take action to protect the fiscal integrity of any school district or education service cooperative identified as in fiscal distress.

7.00 FISCAL DISTRESS IMPROVEMENT PLAN PURSUANT TO FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM

7.01 Those school districts classified by the State Board as being in fiscal distress shall file, with the Department within ten (10) calendar days after the final classification, a written fiscal distress financial improvement plan to address any area in which the school district is experiencing fiscal distress as identified by the Department. Education service cooperatives shall file such plan within two (2) weeks following final classification.

7.01.1 The plan shall contain, at a minimum, the following elements:

- a. Identification of each indicator
- b. Specific corrective action steps for each indicator
- c. Timeline for each corrective action step
- d. Additional action steps the district or education service cooperative proposes to take
- e. Timeline for each additional action step the district or education service cooperative proposed

7.01.2 The Department is authorized to review and amend the plan submitted by the school district or education service cooperative.

7.01.3 The Department may edit, amend, update, or replace the plan at any time deemed appropriate.

7.01.4 The district or education service cooperative shall be given notice of the edited, amended, updated, or replacement plan criteria.

7.01.5 The district or education service cooperative may appeal any edit, amendment or replacement of a plan by filing its written notice of appeal (which must include an explanation of its concerns) with the Commissioner of Education's Office within ten (10) calendar days of receipt of the notice required in 7.01.4. The appeal shall be heard at the next State Board meeting, and the State Board's decision shall be final.

- 7.02 Each school district or education service cooperative shall first seek and obtain approval of its plan from the Department and shall describe how the school district or education service cooperative will remedy those areas in which the school district or education service cooperative is experiencing fiscal distress and shall establish the time period by which the school district or education service cooperative will remedy all criteria which placed the school district or education service cooperative in fiscal distress status.
- 7.03 A school district or education service cooperative in fiscal distress may only petition the State Board for removal from fiscal distress status after the Department has certified in writing that the school district or education service cooperative has corrected all criteria for being classified as in fiscal distress and has complied with all Department recommendations and requirements for removal from fiscal distress.
- 7.04 No school district or education service cooperative shall be allowed to remain in fiscal distress status for more than two (2) consecutive school years beginning with the July 1 subsequent to the date the school district or education service cooperative was identified as being in fiscal distress status.
- 7.05 Any school district or education service cooperative classified as being in fiscal distress status shall be required to receive on-site technical evaluation and assistance from the Department.
- 7.06 The Department shall evaluate and make recommendations to the superintendent or director regarding staffing and fiscal practices of the district or education service cooperative.
- 7.07 The recommendations of the Department shall be binding on the district, education service cooperative, the superintendent or director, and the board of the district or cooperative.
- 7.08 Every six (6) months, the Department shall submit a written evaluation on the status of each school district and education service cooperative in fiscal distress to the State Board.

8.00 PRIOR APPROVAL OF DEBT

- 8.01 No school district or education service cooperative classified in fiscal distress may incur any debt without the prior written approval of the Department.

9.00 DEPARTMENT ASSISTANCE AND INTERVENTION IN FISCAL DISTRESS:

- 9.01 In addressing school districts and education service cooperatives in fiscal distress, the Department may take any number of the following actions:
 - 9.01.1 Require the superintendent or director to relinquish all administrative authority with respect to the school district or education service cooperative;
 - 9.01.2 Appoint an individual in place of the superintendent or director to administratively operate the school district or education service cooperative under the supervision and approval of the Commissioner of Education, and to compensate non-department agents operating the school district or education service cooperative from school district or education service cooperative funding;
 - 9.01.3 Call for the temporary suspension of the local school board;
 - 9.01.4 Require the school district to operate without a local school board under the supervision of the local superintendent or an individual or panel appointed by the Commissioner of Education;
 - 9.01.5 Place the administration of the school district over to the former board or to a newly elected school board; or
 - 9.01.6 Take any other action allowed by law that is deemed necessary to assist a district or cooperative in removing criteria of fiscal distress.
- 9.02 The Department may impose various reporting requirements on the school district or education service cooperative. The Department may review any and all school district or education service cooperative records and documents.
- 9.03 The Department shall monitor the fiscal operations and accounts of the school district or education service cooperative.
- 9.04 The Department shall require school district board members and employees of school districts and education service cooperatives to obtain fiscal instruction or training in areas of fiscal concern for the school district or education service cooperative at the school district's or education service cooperative's expense.

10.00 STATE BOARD AUTHORITY REGARDING SCHOOL DISTRICTS:

- 10.01 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the State Board or the State Board may on its own motion, at any time, take action for the consolidation, annexation, or reconstitution of a school district in fiscal distress or take other appropriate action as allowed by Act 1467 of 2003 in order to secure and protect the best interest of the educational resources of the state or provide for the best interests of students in the school district. The school district shall have a right of appeal to a public hearing before the State Board as provided herein.
- 10.02 The State Board may approve the petition or take other appropriate action as allowed by law.
- 10.03 The State Board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within two (2) consecutive school years of receipt of notice of identification unless the State Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district's control.
- 10.03.1 The two (2) consecutive school years shall commence the July 1 subsequent to classification by the State Board.
- 10.04 After a public hearing, the State Board shall consolidate, annex, or reconstitute the school district in fiscal distress to another school district or school districts upon a majority vote of a quorum of the members of the State Board, as permitted or required by this subchapter.
- 10.05 The State Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liabilities of the district.
- 10.06 The decision of the State Board shall be final with no further right of appeal, except a school district may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, § 25-15201, et seq.

11.00 STATE BOARD AUTHORITY REGARDING EDUCATION SERVICE COOPERATIVES

11.01 After providing thirty (30) calendar days written notice, via certified mail, return receipt requested, to an education service cooperative, the Department may petition the State Board to classify an education service cooperative being in fiscal distress, or the State Board may on its own motion, at any time, classify an education service cooperative as being in fiscal distress. The State Board may take other action as allowed by Act 1289 of 2009 in order to secure and protect the best interest of the educational resources of the State or provide for the best interests of school districts served by the education service cooperative. The education service cooperative shall have a right of appeal to a public hearing before the State Board as provided herein.

11.01.1 The education service cooperative may lodge an appeal by filing a written appeal with the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of the education service cooperative receiving notice of the identification of fiscal distress.

11.01.2 The written appeal shall state in clear terms the reason why the education service cooperative should not be classified as being in fiscal distress.

11.01.3 The State Board shall hear the appeal within sixty (60) days of receipt of the written notice of appeal.

11.01.4 The decision of the State Board on the appeal is a final order.

11.01.5 There is no further right of appeal except to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, A.C.A. § 25-15-201 et seq.

11.02 The State Board may approve the petition or take other appropriate action as allowed by law

11.03 Every six (6) months during which the education service cooperative is classified as being in fiscal distress, the Department shall submit to the State Board a written evaluation on the fiscal status of the education service cooperative.

12.00 EARLY INDICATORS OF FISCAL DISTRESS – SCHOOL DISTRICTS

- 12.01 By August 31 of each year, the Department shall report to the superintendent of a school district if the department is aware that the district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the Department deems to be at a nonmaterial level, but that without intervention could place the district in fiscal distress.
- 12.02 By August 31 of each year, the superintendent of a school district shall report to the Department if the superintendent is aware the school district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the superintendent deems to be at a nonmaterial level, but that without intervention could place the district or in fiscal distress.
- 12.03 The Department and the superintendent shall review all data related to the nonmaterial indicators of fiscal distress.
 - 12.03.1 Within thirty (30) days of the Department’s determination that the school district may be experiencing fiscal distress at a nonmaterial level, the Department shall provide a notice to the school district’s superintendent director and board of directors that:
 - 12.03.1.1 Describes the nonmaterial indicators of fiscal distress that could jeopardize the fiscal integrity of the school district if not addressed.
 - 12.03.1.2 Identifies the support available from the Department to address each nonmaterial indicator of fiscal distress.
 - 12.03.1.3 The board of directors shall place on the agenda for the next regularly scheduled meeting of the board of directors a discussion of the notice of nonmaterial indicators of fiscal distress.

An executive summary of changes due to comments are as follows:

- Purpose of the Document, page 6: Confusion about the wording, “included in each schools’ student handbook.” The concern is for large districts that have 20 or more campuses (all of which design their own student handbooks). The statement was revised to allow each school to make a decision on how to make the policies available: “made available to all stakeholders.”
- 3.04, page 7-8: Concern over having “employment evaluations decisions” for the Approved Curriculum/Program Administrator for Gifted Programs. The language for this position was taken directly from the definition used by Professional Licensure. No changes were made.
- 4.03, page 8: Requested that “meets at least once a semester” be removed. This Rule was returned to its original wording with “annually” added for clarification.
- 5.01, page 8: Should be revised to clarify “when appropriate” and change that the written plan would be managed by the GT person. The wording about “managing the plan” has been removed even though it only referred to GT Staff Development. The agency felt the wording “when appropriate: was appropriate and therefore it was left on the statement.
- 5.02, page 8: An addition to the Rule should indicate “new” faculty and staff for staff development. The Rule has been revised to include “new” school personnel.
- 6.06, page 9: Concern over including an additional planning time “beyond required instructional planning time.” Rule has been amended to its original wording with small clarifications.
- 7.03, page 9, 18 & 20: Change all three entries from “at least five members” to “at least four members.” Reason is the difficulty to convene five educators at the same time for a meeting. For the 20

years the GT Standards have been in place, the requirement of “at least 5 members” for the identification committee has worked very well with no complaints. To reduce this from 5 would limit the diversity of the committee. Committee members can be rotated off and on annually to reduce any burden of time serving on this committee.

- 8.00, page 21: Concern over requesting a waiver from the 150 minutes of direct instruction by July 1 of each year. Provision added that indicates waivers can also be submitted after July 1 depending on needs of the school/district.
- Program Options, Whole Group Enrichment, page 23: Five comments were made on this Rule. They ranged from: 1) confusion about the training classroom teachers can now use to be able to conduct whole group enrichment without the GT approved teacher- 2 comments; 2) concern that the GT teacher should be able to prepare lessons for the classroom teachers to deliver even if classroom teachers have not had any of the outlined training; 3) concern that if the district has a last minute hire the classroom teacher may not have had the training to be able to deliver the service to students; and 4) whole group enrichment should be for grades K-2 only and not extended into grade 3. The revisions on page 23, #3 & #4 provides approved GT teachers an additional avenue to be able to have K-3 classroom teachers provide instruction without the GT teacher. Without the approved activities, the GT teacher would be responsible for all instruction delivery. In most cases classroom teachers are needed to assist in this delivery of services to students. If the GT teacher would submit a request for differentiation training for K-3 teachers then it could be taken into consideration for “other” training. If a school must hire a teacher late and the teacher does not have any of the approved training, as has always been the practice, the GT teacher would work with these teachers on an individual basis till they can get the training. Since around 45% of schools in Arkansas currently offer this option through grade 3, we believe it’s in the best interest of the program not to change this.
- Program Options, Waiver from the maximum number of 75 identified gifted students for whom a full-time teacher of the gifted may provide direct services. Concern that the waiver is restricted to one year. The

revised statement reflects that the waivers may be requested “annually” and that districts should “make efforts to” increase GT staff to be in compliance with the case load number.

Rules

GIFTED AND TALENTED

~~Rules and Regulations:~~

Program Approval Standards

Arkansas Department of Education

~~Raymond Simon, Director~~

~~T. Kenneth James, Commissioner~~

General Education Division

~~Kevin Penix, Assistant Director~~

~~School Improvement and Instructional Support~~

~~Alice Barnes-Rose, Assistant Commissioner~~

~~Division of Learning Services~~

~~Ann Biggers, Administrator~~

~~, Program Coordinator~~

Programs for the Gifted and Talented

~~1999~~ 2009

TABLE OF CONTENTS

Introduction.....	1
Overview.....	2 4
Purpose of Document.....	3 6
Arkansas Department of Education Rules: Rules and Regulation: Gifted and Talented Program Approval Standards.....	5 7
Community Involvement.....	11 13
Staff Development.....	12 14
Personnel.....	13 15
Identification.....	16 18
Program Options.....	19 21
Curriculum.....	25 27 28
Evaluation.....	26 28 29
Appendices	
A. Gifted Education Organizations	
B. <u>Web Sites and E-Mail addresses</u> <u>Gifted Education Resources</u>	

INTRODUCTION

~~When Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students it became necessary to update the Program Approval Standards for Gifted and Talented Programs. The Department of Education saw this as an opportunity to include many areas and program options, which were not available in 1986 when the original document was written. This update has been a long process but we feel confident that the document is now current and reflects national standards.~~

~~The Arkansas Department of Education wishes to thank the following people for attending meetings to update the Program Approval Standards and for editing numerous drafts. The Department sought suggestions and ideas from as many sources as possible. Each of the following people represented groups of educators, parents, community members, higher education and the Governor's Advisory Council for Gifted Education. Input from all was necessary to ensure the continuation of a well developed document which has been, and continues to be, requested from around the nation:~~

~~Tommie Sue Anthony, Mandy Bell, Linda Boswell,
Heidi Cox, Mable Donaldson, Kim Duell, Roger Eveland,
Marna Gardner, Beth Greenway, Davis Hendricks, Linda Johnson,
Lynn Lovette, Brian Mefford, Gwen Morgan, Hazel Parker,
Janet Parrish, Barbara Prichard, Ann Robinson, Danny Slay,
Jeanna Westmoreland, and Ezerene Williams.~~

OVERVIEW

Responding to the concern for educational programming for gifted and talented students, the Arkansas General Assembly passed Act 106 of 1979. This legislation established the Office for the Education of Gifted and Talented Children, headed by an administrator to direct the state program. Funds were appropriated to provide financial assistance to school districts operating programs for gifted and talented students.

Guidelines were developed to provide information to assist districts in planning, implementing, and evaluating programs for gifted and talented students. This document, Education of Gifted and Talented Students: Guidelines for Local Education Agencies, was approved by the State Board of Education in 1981.

Since that time, a number of pieces of legislation enacted have had a profound effect on gifted education.

Act 445 of 1983, the Quality Education Act, established minimum standards for accreditation of public schools and authorized the State Board to name a committee to recommend regulations, criteria, and minimum standards. The Standards for Accreditation of Arkansas Public Schools, which were adopted by the State Board of Education February 22, 1984, included a provision that all districts must provide a program for gifted and talented students.

Act 34 of 1983, First Extraordinary Session, the School Finance Act, provided funding for districts which were developing or operating programs for gifted and talented students. The Department of Education was directed to set aside annually, beginning in 1984-85, funds for program development, not to exceed \$6 million. Districts which were operating approved programs were eligible to receive funds based on an “add on” weight of .25 for each student identified as gifted and talented (funding was based on no more than five percent of the district’s average daily membership).

The original guidelines developed to assist districts were then refined and updated and became the Rules and Regulations for gifted education in Arkansas. This document, Gifted and Talented Program Approval Standards, was approved by the State Board of Education in 1987, [revised in 1999 and 2009](#).

Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulates an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education - the previous year’s average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year’s average daily membership, multiplied

by fifteen hundredths (.15) times the base local revenue per student. The following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas:

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and /or motivation, and creative ability.

PURPOSE OF THE DOCUMENT

The purpose of this document is to establish the minimum standards for approval of programs which meet the requirements of the Standards of Accreditation adopted by the State Board of Education February 22, 1984, and have been effective since June 1, 1987.

Included are guidelines, which enable school districts to:

- 1) Establish equitable criteria for identification of gifted and talented students;
- 2) Establish programs which will lead to appropriate educational opportunities for these students; and
- 3) Establish procedures to evaluate the effectiveness of the provisions of these educational opportunities.

School districts may choose to work cooperatively to develop and operate programs for their gifted students. Any mention of “district” in this document applies also to a group of districts working as a cooperative. **This definition does not include Educational Service Cooperatives established under Act 349 of 1985.**

Standards for approved programs are listed on the following pages. Evidence verifying compliance should be kept on file in the district so that it will be available for review by the Department of Education when the district is monitored.

Please note that these are minimum, not optimum, standards. Districts are encouraged to go beyond them in providing educational opportunities for their gifted and talented students. No school district may establish criteria which are less than the standards required in this document and the Arkansas Department of Education’s Rules and Regulations for Gifted and Talented Program Approval.

The written policies required by these Rules should be approved by the local Board of Education, included in each school’s student handbook made available to all stakeholders and reviewed annually for updates and revisions.

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GIFTED AND TALENTED PROGRAM APPROVAL STANDARDS
Revised June 1999, 2009

1.00 Regulatory Authority

- 1.01** These regulations shall be known as the Arkansas Department of Education Regulations Governing Gifted and Talented Program Approval Standards.
- 1.02** The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code Annotated §6-42-102 (Repl. 1993).

2.00 Purpose

The purpose of these regulations is to establish the minimum standards for approval of gifted programs which meet the requirements of the Standards of Accreditation adopted by the state Board of Education February 22, 1984, and have been in effect since June 1, 1987.

3.00 Definitions

- 3.01** Gifted and Talented (Gifted): Gifted and Talented children and youth are those of high potential or ability, whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.
- 3.02** Approved teacher of the gifted: This refers to a specialist who has attained certification licensure, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification Department for add-on endorsement in gifted education.
- 3.03** Approved ~~Administrator~~/Coordinator of Gifted Programs: This refers to a specialist who has attained certification licensure, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification Department for add-on endorsement in gifted education and in-gifted-education administration and promotes the develops and coordinates programs and services for identified gifted students administration/coordination of programs and involvements are provided kindergarten through grade twelve.

3.04 Approved Curriculum/Program Administrator of Gifted Programs (Administrator): This refers to a specialist who is responsible for program development and administration, and/or employment evaluation decisions who has attained licensure, passed appropriate state approved assessments and meets Standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education and promotes the administration of programs and services for identified gifted students kindergarten through grade twelve.

4.00 COMMUNITY INVOLVEMENT (see page ~~9~~ 13)

- 4.01 Opportunities for community awareness and involvement are provided.
- 4.02 Parents and community members are informed annually of the program opportunities for gifted and talented students and have the opportunity to ask questions and make suggestions.
- 4.03 Parents and other community members are included on an advisory committee for gifted education- that meets at least once each semester annually.

5.00 STAFF DEVELOPMENT (see page ~~10~~ 14)

- 5.01 There is a written plan managed by the Gifted Programs Curriculum/Program Administrator and/or Coordinator of gifted programs for gifted and talented staff development specific to the needs of gifted students that includes all faculty, when appropriate, based on local education needs of gifted students.
- 5.02 Opportunities to increase knowledge of the education of gifted and talented students are provided for continuing and new school board members, school and district administrators, teachers and support staff on a continuing and regular basis.

6.00 PERSONNEL (see pages ~~11-13~~ 15-17)

- 6.01 Persons who teach identified gifted students in homogeneous groups **must** hold current Arkansas initial or standard teaching ~~certification~~ licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Certification Licensure ~~d~~Department for add-on endorsement in gifted education.
- 6.02 Persons who ~~administer~~/coordinate a program for gifted and talented students kindergarten through grade twelve must hold current Arkansas teaching

~~certification licensure~~, pass appropriate ~~S~~state approved assessments, and meets performance standards as set by the state Board of Education through the Arkansas Department of Education, Professional Certification Licensure Department for add-on endorsement in gifted education. ~~and in gifted education administration and promote the administration/coordination of programs and services for gifted students kindergarten through grade twelve.~~

6.03 ~~Persons who administer a program for gifted and talented students kindergarten through grade twelve must hold current Arkansas Standard Teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.~~

~~6.03~~ 4 A process for selection of administrators~~;~~ coordinators and teachers of the gifted is clearly defined and established.

~~6.04~~ 5 Job descriptions are developed for administrators~~;~~ coordinators and teachers of the gifted.

~~6.05~~ 6 Regularly scheduled time beyond required instructional planning time is provided for administrators~~;~~ coordinators and teachers of the gifted ~~to who~~ perform administrative duties other than beyond direct services to identified students. ~~(The equivalent of five periods a week is strongly recommended and expected.)~~

7.00 IDENTIFICATION (see pages ~~14-16~~ 18-20)

7.01 The process for identifying students has several stages.

1. Nominations are sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered.
2. Data are collected (on the nominated students) to aid in making decisions for selection of students who are in need of special education services.
3. Placement of students is made in an appropriate program option.

7.02 Identification procedures are clearly stated, uniformly implemented~~;~~ and communicated to the entire school staff.

7.03 A committee of at least five members chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on

placement of students. This committee can be per campus within the district and/or district level with representatives of each campus involved.

- 7.04** The identification process yields information obtained through a variety of procedures and from multiple independent sources.
1. Procedures for obtaining information about students include at least two objective assessment methods such as group and individual tests of ability, achievement, and creativity.
 2. Procedures for obtaining information about students include at least two subjective assessment methods such as checklists, rating scales, biographical data, product evaluations, auditions, interviews and grades.
 3. Information about students is obtained from multiple sources which may include teachers, counselors, parents, community members, peers, and students themselves.
- 7.05** Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.
- 7.06** Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.
- 7.07** Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement.
- 7.08** Written identification and placement procedures include parental involvement.
1. Parents grant permission for individual testing.
 2. Parents are informed of the criteria for placement in a program for the gifted.
 3. Parents give written permission for child's participation in gifted program.
 4. Parents may appeal a placement with which they disagree.
- 7.09** Identification of gifted and talented students is an ongoing process extending from school entry through grade twelve.
1. Opportunities are provided for students to be considered for placement in gifted/talented programs throughout their school experience.

2. A review of students' placement in the gifted/talented program is made at least annually.
3. Written policies for exit from a program are developed and implemented.
4. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

8.00 PROGRAM OPTIONS (see pages ~~17-22~~ 21-26-27)

- 8.01 A program is systematically developed, with long-range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.
- 8.02 A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.
- 8.03 Students' placement in program options is based on their abilities, needs and interests, and resources of the district.
- 8.04 Administrative arrangements are used which promote interaction among gifted students and both their intellectual and chronological peers.
- 8.05 A minimum of 150 minutes a week direct instruction must be provided during the regular school day.

9.00 CURRICULUM (see pages ~~23-24~~ 27-28)

- 9.01 Curriculum for the gifted extends or replaces the regular curriculum.
- 9.02 Curriculum is differentiated in content, process, and/or product.
 1. Content is differentiated in breadth or depth, in tempo or pace, and/or in kind.
 2. Processes for gifted students stress creativity and higher level thinking skills.
 3. Students investigate problems in depth and develop products which are communicated to appropriate audiences.
- 9.03 Curriculum has scope and sequence to assure continuity.

10.00 EVALUATION (see pages ~~25-27~~ 28-30 29-31)

- 10.01** The evaluation process provides accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.
- 10.02** The plan for evaluation is based on program objectives.
- 10.03** All components of the gifted/talented program are evaluated annually: identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and evaluation.
- 10.04** Data for evaluation are obtained from a variety of instruments, procedures, and information sources.
- 10.05** Evaluation findings are compiled, analyzed, and communicated to Arkansas Department of Education, Office of Gifted and Talented and appropriate audiences.
- 10.06** Student progress is assessed, with attention to mastery of content, higher-level thinking skills, creativity, and affective growth.
- 10.07** Participation in the gifted program is noted on student transcripts and permanent records.

4.00 COMMUNITY INVOLVEMENT

A working partnership between school personnel and other members of the community will benefit a gifted and talented program. The district should encourage open communication with parents and community members, making them aware of the characteristics and needs of the gifted, the program goals of the district, and student activities. The Advisory Committee for Gifted and Talented Education must include parents, as well as professional educators.

Community members can play an important role in the education of gifted students by serving as speakers or mentors. Groups in the community whose cooperation may be sought include colleges and universities, museums, theater groups, civic clubs, libraries, industries, and businesses.

Each district should develop an inventory of community resources that can be used to meet the needs of gifted and talented students.

STANDARD

- 4.01** Ongoing opportunities for community awareness and involvement are provided.
- 4.02** Parent and community members are informed annually of the program opportunities for gifted and talented students, and have the opportunity to ask questions and make suggestions.
- 4.03** Parents and other community members are included on an advisory committee for gifted

EVIDENCE VERIFYING COMPLIANCE

- One or more of the following
- Newspaper clippings
 - Copies of letters to parents
 - Meeting agendas [and handouts](#)
 - Brochure/handbook describing gifted programs
 - Newsletters
 - Column in local or school publication
 - Radio/TV spots
 - [PowerPoint presentation\(s\)](#)
 - [District/building websites](#)
- Meeting agendas [and/or announcements](#)
- [Sign-in Sheets/Rosters](#)
- List of members, minutes of meetings, [meeting agendas, and names of those in attendance](#)

education that meets at least once each semester annually.

5.00 STAFF DEVELOPMENT

To design a successful staff development program, the district allocates sufficient time and money. Plans for ongoing training in gifted and talented education are incorporated into the district's total staff development plan.

Planning for staff development is based on the data obtained from periodic needs assessments conducted by the district. All personnel must be made aware of the results of the assessments and the district's plan for serving gifted and talented students. Other areas of training which are appropriate for the entire school staff but specifically necessary for all new staff are: (1) characteristics and needs of the gifted; (2) identification procedures; (3) curriculum and teaching strategies; (4) creativity; (5) utilization of community resources; and (6) program evaluation; and (7) district's philosophy and program model for gifted students; and (8) overview of state requirements.

Staff development is also encouraged by adding books and journals on gifted education to the school's professional library; placing reprints of pertinent articles in teachers' boxes; presenting short, specific classroom demonstrations and teaching techniques at regular building-level faculty meetings; and sharing gifted students' projects with all staff.

STANDARD

EVIDENCE VERIFYING COMPLIANCE

5.01 There is a written plan managed by the Gifted Program's Curriculum/Program Administrator and/or Coordinator of gifted programs for gifted and talented staff development specific to the needs of gifted students that includes all faculty, when appropriate, based on local educational needs of gifted students.

Copy of plan

5.02 Opportunities to increase knowledge of the education of gifted and talented students are provided for continuing and new school board members, school and district administrators, teachers and support staff on a continuing

Meeting attendance rosters and programs

and regular basis.

6.00 PERSONNEL

Persons associated with the gifted and talented program need special qualifications in the areas of training, experience, and personal qualities. Selection of personnel is critical to the quality of the program. A process to ensure the selection of appropriate teachers of the gifted must be established and clearly articulated. At least one person serves as district administrator/~~or~~ coordinator of the gifted program. The percentage of time assigned to duties associated with the program will necessarily vary depending on the size of the district. In small districts it is likely that the same person will be the teacher of gifted students and the administrator/~~or~~ coordinator of the program. Training requirements for an administrator/~~or~~ coordinator are the same as those for an approved teacher of the gifted. It is strongly recommended that the district gifted and talented administrator/coordinator have training in administration.

The minimum standards for an approved teacher of the gifted are ~~certification licensure~~, pass appropriate state approved assessments, and meet standards as set by the Arkansas State Board of Education through the Arkansas Department of Education, Professional Certification Licensure Department, for add-on endorsement in gifted education. Persons holding the position of administrator/~~or~~ coordinator of gifted programs will also meet state certification requirements. Specific courses are not stipulated; however, the following areas should be included:

- a. Identification and programming for the gifted;
- b. Methods and materials for the gifted;
- c. Curriculum development for the gifted;
- d. Counseling and guidance of the gifted;
- e. Testing and evaluation;
- f. Creativity;
- g. Supervised practicum;
- h. Independent study; and/or
- i. Seminar or special topics course in gifted education.

Any teacher holding gifted and talented ~~certification licensure~~ is an approved teacher of gifted and talented students.

Job descriptions are on file for ~~curriculum/program~~ administrators/~~and/or~~ coordinators and teachers of the gifted. Duties ~~included~~ in the job description for the administrator/~~or~~ coordinator ~~are should include~~ 1) planning and administrating of the district's gifted program in consultation with teachers, administrators, and parents, 2) preparing a local gifted and talented budget for the school district, and 3) recommending purchase of supplies and materials

In addition to time spent in direct services to gifted students, teachers and administrators/ or coordinators in gifted programs have a variety of duties that will promote integration of the gifted program with the regular education program.

Time must be provided for:

- a. Working with classroom teachers, counselors, administrators and other personnel;
- b. Locating resources;
- c. Arranging mentorships and other out-of-school learning experiences;
- d. Supervising independent studies and mentorships;
- e. ~~Involvement in~~ Leadership of the identification process;
- f. Conducting community awareness activities;
- g. Conducting staff development activities;
- h. Program documentation; and/or
- i. Development of appropriate curriculum.
- j. Involvement in Advanced Placement and/or International Baccalaureate program planning and implementation.

A minimum equivalent of five periods a week, ~~or the equivalent, is strongly recommended for~~ duties specific to the job responsibilities associated with gifted education is expected.

STANDARD

EVIDENCE VERIFYING COMPLIANCE

6.01 Persons who teach identified students in homogeneous groups **must** hold current Arkansas initial or standard teaching ~~certification~~ licensure, pass appropriate state approved assessments, and meets performance standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification Licensure ~~Department~~ for add-on endorsement in gifted education.

Certificate License, transcript

6.02 Persons who ~~administer~~/coordinate a program for gifted students kindergarten through grade twelve must hold current Arkansas teaching ~~certification~~ licensure, pass appropriate state approved assessments and meet performance standards as set by the State Board of Education through the Arkansas Department of

Certificate License, transcript

Education, Professional Certification
Licensure ~~and~~ Department for add-on endorsement
in gifted education. ~~and in gifted~~
Education

- | | |
|--|--------------------------------------|
| <p><u>6.03</u> <u>Persons who administer a program (Curriculum/Program Administrator) kindergarten through grade twelve must hold current Arkansas licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.</u></p> | <p><u>License, transcript</u></p> |
| <p>6.03 <u>4</u> A process for selection of administrators/coordinators and teachers of the gifted are clearly defined and established.</p> | <p>Copy of Policy and Procedures</p> |
| <p>6.04 <u>5</u> Job descriptions are developed for administrators/coordinators and teachers of the gifted.</p> | <p>Written job description</p> |
| <p>6.05 <u>6</u> Regularly scheduled time <u>beyond required instructional planning time</u> is provided for administrators/coordinators and teachers of the gifted <u>to who</u> perform <u>administrative</u> duties <u>other than beyond</u> direct services to identified students. <u>(The equivalent of five periods a week is expected.)</u></p> | <p>Schedule</p> |

7.00 IDENTIFICATION

The purpose of careful and comprehensive identification procedures is to find and serve as many students as possible who need special programs to develop their exceptional abilities. It is important to identify students with potential for outstanding achievement. The emphasis in identification ~~procedures~~ should be on student need for qualitatively differentiated educational specialized services beyond what is provided through the classroom curriculum.

A comprehensive identification plan should be based on the best available research and recommendations of experts in the field. It must take into account the local student population and should ensure inclusion of potentially gifted and talented students from all cultural and economic backgrounds. The list of nominated students must be representative of the entire student population in terms of race, sex, and economic status.

Each district's written identification procedures must include the following:

1. Students must be identified as gifted and talented according to Arkansas Department of Education, Office of Gifted Education, guidelines Rules.
2. A process to explain the nomination procedure and seek nominations from parents, school personnel, students, and community members.
3. An identification committee of at least five members, made up of professional educators, chaired by a trained specialist in gifted education. This committee can be per campus within the district and/or district level with representatives at each campus.
4. Provision for review of school records of nominated students and the gathering and compilation of additional data where needed.
5. Parental consent in writing if additional individual testing is required should be obtained after a referral for the gifted program is made and before evaluation/assessment proceeds.
6. Assurance of confidentiality of records.
7. A policy for placement decisions based on multi-criteria, including both objective and subjective data, with the stipulation that no single criterion or cut-off score is used to include or exclude a student.
8. Use of at least two objective and two subjective measures (one of which

must assess creativity), chosen from the following:

OBJECTIVE

Standardized mental ability test
Standardized achievement test
Test of creative ability

SUBJECTIVE

Behavioral checklists (Parent
and/or teacher)
Rating Scales
Evaluations of products
Student interviews
Biographical inventories
Grades
Auditions

9. Assurance that procedures are non-discriminatory.
10. Provision that educationally useful, student-specific information obtained in the identification process is communicated to the appropriate instructional staff.
11. A process by which parents are informed of placement decisions, give permission for their child to participate, and have the opportunity to appeal a decision with which they disagree.
12. Provisions for continuous evaluation of the identification process:
 - a. Opportunity for consideration for placement at any time;
 - b. Annual review of students' placement;
 - c. Policies for exit from a program; ~~and~~
 - d. Maintenance of records of placement decisions and data on all nominated students for a minimum of five years or for as long as needed for educational decisions-; ~~and~~
 - e. Appropriate, confidential destruction of records at the end of at least five years.

STANDARD

EVIDENCE VERIFYING COMPLIANCE

7.01 The process for identifying students has several stages.

Copy of written procedures

7.02 Identification procedures are clearly stated, uniformly implemented, and communicated

Copy of written procedures

to the entire school staff.

- | | | |
|-------------|---|---|
| 7.03 | A committee <u>of at least five members</u> chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students. <u>This committee can be per campus within the district and/or district level with representatives of each campus involved.</u> | List of members |
| 7.04 | The identification process yields information obtained through a variety of procedures and from multiple independent sources. | List of instruments and procedures for use |
| 7.05 | Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student. | Copy of written procedures and data on nominated students |
| 7.06 | Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. | List of procedures |
| 7.07 | Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions. | Copy of procedures for dissemination of information |
| 7.08 | Written identification and placement procedures include parental involvement. | Copies of consent forms
Written appeals procedures |
| 7.09 | Identification of gifted/talented | Copy of written procedures |

students is an ongoing process extending from school entry through grade 12.

Records of placement

8.00 PROGRAM OPTIONS

Gifted children are as different from each other as they are from other children. They have needs for differing amounts of homogeneous grouping, and at various stages of development their interests differ. *No single program option can ever meet all of the needs of all gifted children. However, approved programs must meet for a total of 150 minutes a week during the regular school day.*

Programs should be systematically developed, with long-range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school. There must be consistency among the program's components; curriculum objectives and evaluation procedures need to be based on the district's philosophy of education.

Most program alternatives will include some kind of combination of enrichment (experiences which supplement the regular curriculum), acceleration (activities designed to allow students to progress at a rate faster than average), and guidance (planned activities that promote understanding of the self and one's relationship to others). Districts are encouraged to be innovative in designing programs that combine these elements in ways that best meet the needs of their gifted students.

In whatever form the program for the gifted is organized, there must be clear delineation of roles, responsibilities, and coordination procedures. A written table of organization outlining lines of responsibility and authority must be developed.

Possible administrative arrangements for providing programs for the gifted are listed below. They represent the organizational patterns used in gifted programs across the United States. Please note that these are *descriptions* of ways to organize program options, not *prescriptions*.

No matter which administrative arrangement of program options is used, a minimum of 150 minutes a week direct instruction must be provided. Exceptions to the 150 minutes requirement will be considered and may be granted upon written request to the Department of Education, Office of Gifted and Talented, in the following circumstances on an annual basis

~~a. If an approved teacher provides direct instruction to identified gifted students on a regular basis for at least 75 minutes per week, the remainder of the required 150 minutes may be met in the regular classroom, provided **that** there is a written management plan and written statement verifying that activities are developed and supervised by an approved teacher. Exception requests must be submitted to the Office~~

of Gifted and Talented no later than July 1 prior to the school year for which the exception is requested. However, if the need for this request occurs after July 1, the request should be submitted at that time.

~~b.—Independent studies and mentorships are developed in consultation with an approved teacher. Though these program options may not require 150 minutes per week contact time an approved teacher—must meet with the student for at least 30 minutes per week to assess progress.~~

ADMINISTRATIVE ARRANGEMENTS:

I. *Modification in the Regular Classroom*

A. **Cluster grouping:** Groups of gifted students are placed in a regular classroom. An approved teacher of the gifted provides instruction and curriculum to meet their special needs (ELEMENTARY/SECONDARY). **Class size should be consistent with state standards.**

B. **Consultant teacher:** An approved teacher of the gifted meets regularly with identified students and designs differentiated activities to meet their needs. The approved teacher works with the regular classroom teacher in delivering services to identified gifted students by developing management plans, providing demonstration lessons in the classroom, and supervising gifted students' progress (ELEMENTARY/SECONDARY). **A consultant teacher may supervise a maximum of 75 students.**

C. **Course content:** An approved teacher of the gifted works with the content teacher to design a differentiated curriculum to meet the needs of identified gifted and talented students in a regular classroom setting. The following provisions must be in place for this administrative arrangement to be used: (SECONDARY) **Class size should be consistent with state standards.**

1. There is written documentation that the program component was developed in consultation with the district's administrator/coordinator of gifted programs.
2. There is a written plan of curriculum differentiation for the identified gifted students. This may be in the form of an individual management plan or another form developed by the local district and approved by the Department of Education, Office of Gifted and Talented.
3. An approved teacher of the gifted maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with

identified students monthly.

4. The content teacher must complete an Arkansas Department of Education approved staff development workshop related to curricular differentiation for the gifted. In order to better meet the needs of teachers as they work to meet the needs of individual students, each teacher involved in this model should receive annual training/staff development related to the education of gifted and talented children. (see 5.00, paragraph 2)

D. Whole Group Enrichment: An approved teacher of the gifted works with the classroom teacher to design enrichment curriculum for the whole class. This option is considered long-term identification and therefore a portfolio should be maintained to document student(s) actions/responses. The delivery of services to students must be at least 30 minutes a week. The approved teacher of the gifted and the classroom teacher may organize teaching responsibilities as needed. This option may be used in conjunction with other options to serve identified students. However, if this is the only option for serving students, it may not be used beyond grade three. The following provisions must be in place for this administrative arrangement to be used: (ELEMENTARY K-2/3).

1. There is written documentation that this program option was developed in consultation with the district's administrator/coordinator of gifted programs.
2. There is a written plan of curriculum enrichment for the grades being served. This includes a portfolio and/or management plan that maintains and documents student actions/responses.
- ~~3-3.~~ 4. An approved teacher of the gifted maintains oversight of the students' activities and delivers/co-delivers at least one 30 minute lesson per month unless the classroom teacher(s) has completed an approved activity, i.e. Talents Unlimited Training (official 2-day workshop), graduate level course in gifted education; ADE approved one or two day differentiation workshop for the appropriate grade level being taught. Other training will be considered upon request.
- ~~4-4~~ 3. The delivery of services to students must be at least thirty (30) minutes a week and ~~can~~ will be delivered by the approved teacher of the gifted (at least one lesson a month unless conditions in #4 below exist), classroom teacher, or a combination of the two as outlined in number three.

E. **Instruction Through Technology:** Instruction provided through technology, such as Distance Learning, Satellite, Internet, etc. must meet all requirements as outlined under the Course eContent option.

F. **Acceleration of Content Classes and/or Grade Levels:** Instruction is provided for partial or full acceleration of content and/or grade levels for any student presenting appropriate needs. It is strongly recommended that a district policy be written and approved by the local school board to fully implement this option (ELEMENTARY/SECONDARY).

II. *Pull-out Programs*

A. **Resource room:** Gifted students participate in classes in which they receive instructional services different from those normally provided in the regular classroom. They have the opportunity to work at the level of their abilities and in their area of interest or talent). Instruction is delivered by approved teachers of the gifted. An instructional space proportionately sized based on the number of identified gifted students served at any one time must be provided. (ELEMENTARY/SECONDARY) **Recommended class size is 10-12.**

B. **Resource center:** Students are transported on a regular basis to a center which serves a local district, county, or region. Instructional services are the same as those in a resource room (ELEMENTARY/SECONDARY). **Recommended class size is 10-12.**

III. *Special Classes* An approved teacher of the gifted maintains oversight of student activities and works with classroom teachers to document differentiation.

A. **Self-contained classroom:** Identified Gifted students are provided instructional services different from those normally provided in the regular classroom. All basic subject areas are included. Instruction is delivered by approved teachers of the gifted. Resources of the regular education program, such as art, music, and physical education, are used to supplement the gifted program (ELEMENTARY). **Class sizes should be consistent with state standards.**

B. **Honors, and advanced, ~~Pre-Advanced Placement~~ classes:** Students of high ability, though not necessarily identified as gifted, are placed in a class in which the curriculum focuses on higher levels of thinking and complexity therefore avoiding “more of the same.” The Pre-AP curriculum is designed to prepare students for AP classes (SECONDARY). **Class size should be consistent with state standards.**

C. **Pre-Advanced Placement:** Middle school, junior high school, or high school level courses that specifically prepare students to enroll and to participate in an Advanced Placement course (ELEMENTARY/SECONDARY). **Class size should be consistent with state standards.**

~~C. **D. *College Board Advanced Placement-classes:*** Students have the opportunity to pursue college-level studies while still in secondary school **and to receive advanced placement and credit, or one of these, upon entering college. Students should be encouraged to take the AP exam(s) through a high school preparatory course for a College Board Advanced Placement test that incorporates all topics specified by the College Board and Educational Testing Service on its standard syllabus for a given subject area and is approved by the College Board and Educational Testing Service. Students may earn weighted credit under conditions specified in the AP/IB Rules (SECONDARY). Recommended class size is 17-20.**~~

~~D. **E. *International Baccalaureate:*** The program is sponsored by the International Baccalaureate **Office in Switzerland and begins at the eleventh grade Organization (IBO) and offers an international education program. Students may earn weighted credit under conditions specified in the AP/IB Rules (ELEMENTARY/SECONDARY). **Class size should be consistent with state standards.****~~

~~E. **F. *Special classes/seminars:*** Courses are offered in subject matter fields not normally offered in high school which may be interdisciplinary in nature. **Core Process Goals for Gifted and Talented Seminars (course number 596100) must be followed when offering the GT Seminar class (SECONDARY). Recommended number of students per period is 15-20.**~~

IV. *Special Schools*

A. ***Special school:*** School serves only identified gifted students at local, county, or regional level. Instruction is delivered by approved teachers of the gifted.

B. ***School-within-a school:*** School for gifted students functions as a separate unit although housed within a regular school complex. Instruction is provided by approved teachers of the gifted.

C. ***Magnet schools:*** School (or component within a school) which is designed to attract students with high interest/ability to its particular curriculum. Appropriate instruction should follow guidelines listed under Administrative Arrangements outlined under I, II, and III above.

V. *Extra-School Opportunities*

A. ***Mentorship:*** Student works on a regular basis with an adult resource person, matching student interests and needs with the expertise of the mentor. An approved teacher of the gifted maintains oversight of students activities and works with mentors to document differentiation. (ELEMENTARY/SECONDARY).

B. ***Endorsed Concurrent eEnrollment Course in high school and college:*** Student is enrolled in a college level courses ~~while continuing to attend high school~~ offered by an institution of higher education in this state, that upon completion would qualify for academic credit in both the institution of higher education and a public high school following ADE AP/IB Rules 3.05-3.05.03 and 10.00-10.07 (SECONDARY).

Districts may choose to implement more than one of the foregoing patterns. However, the maximum total of identified gifted students for whom a full-time teacher of the gifted may provide direct services is 75. Waivers from this requirement, based upon program options offered, may be requested annually in writing by individual districts. Any waiver approved will be for only one school year. After that year d-Districts should make efforts to increase gifted education staff to be in compliance with the case load number.

<u>STANDARD</u>	<u>EVIDENCE VERIFYING COMPLIANCE</u>
8.01 Program is systematically developed, with long range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.	Written program goals
8.02 A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.	Copy of table of organization
8.03 Identified students' placement in program options is based on their abilities, needs and interests, and resources of the district.	Student assessment data
8.04 Administrative arrangements are used which promote interaction among gifted	Schedule

students and both their intellectual and chronological peers.

- 8.05** A minimum of 150 minutes a week direct instruction must be provided during the regular school day.

Program Schedule

9.00 CURRICULUM

Curriculum for the gifted must differ not only in degree, but in kind. It is important to avoid simply “more of the same.” It should be ~~coordinated with the district’s basic curriculum objectives but must be~~ *in place of* rather than *in addition to* required classroom work. **Students should not be penalized for being identified as gifted by being given extra work.** Teachers should be sensitive to student interests and talents in planning both cognitive and affective activities.

To assure that curriculum opportunities are appropriate to the abilities, accomplishments, interests, and cognitive and affective needs of gifted students, modifications should be made in content, process and/or product.

Content refers to the body of knowledge presented to the student. Differentiation may be made in level of complexity, pace of learning, or degree of abstractness. Another means of differentiation is the study of topics not ordinarily a part of the regular curriculum.

The process skills, which should be a part of the curriculum for gifted students, include critical thinking, creative thinking, independent learning skills, research skills, problem-solving, and logic. Students in a gifted program should be expected to achieve a greater degree of proficiency in these skills than would be required in the basic curriculum.

Products are the end result of a learning experience. Gifted students should be encouraged to develop products that use new techniques, materials, and forms. They should be encouraged to select a specific area of interest and talent and pursue an intensive study rather than be assigned a prescribed problem. Results of such investigations should be communicated to an appropriate audience.

Curriculum objectives must be carefully sequenced for continuity. Development of a scope and sequence will avoid the “grab-bag” approach.

STANDARD

EVIDENCE VERIFYING COMPLIANCE

9.01 Curriculum for the gifted extends or replaces the regular curriculum

Written curriculum description

9.02 Curriculum is differentiated in content, process and/or product.

Written curriculum description

9.03 Curriculum has scope and sequence to assure continuity.

Written scope and sequence

10.00 EVALUATION

Arkansas Standards for Accreditation require that each school use procedures to evaluate the effectiveness of educational opportunities provided for gifted and talented students.

Evaluation, as it is applied to the program for the gifted, involves both a determination of the program's effectiveness and assessment of student growth. The purpose is to provide accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.

The plan for evaluation is based on program objectives and is reviewed annually to determine its effectiveness in providing appropriate information. This ensures that program changes or modifications reflect relevant data. There are two purposes of evaluation: to provide information so that modifications and adjustments can be made in a program as it develops **and** to examine overall program effectiveness. **The evaluation plan must contain procedures for assessment in both these areas.** Only if the evaluation is carefully planned is it probable that really useful information can be obtained.

To make reasonable judgments about the effectiveness of various facets of the program, all components should be included in the overall evaluation plan - identification, staff development, program options, curriculum, community involvement, program expenditures, and the evaluation process itself. A variety of procedures including questionnaires, surveys, charts, graphs, statistical analysis, anecdotal data, [focus groups](#) etc., should be used because different components of the program call for different techniques. Neither outcomes of the program nor attitudes of any stakeholders should be ignored. Input should come from students, teachers, administrators, parents, school board members, other community members, and statistical analysis of enrollment and achievement data. Program evaluation should also reflect an assessment of how the gifted program contributes to and articulates with the overall district improvement plan.

Evaluation of student growth must be based on appropriate and specific criteria and should include self-appraisal and criterion-referenced and/or standardized instruments. It must be kept in mind that programs for the gifted deal with a unique population. Gifted students' progress cannot be fully assessed by standardized tests, which have been normed on a heterogeneous group because these tests will not present a true picture of student growth in gifted students. In fact, if a student has scored at the top of the scale on a test, the phenomenon of "regression toward the mean" may result in a lower score on the retest. In choosing methods to measure student progress, care should be taken to

ensure that the methods chosen: 1) are in agreement with program objectives; 2) involve the student in self-evaluation; 3) consider process as well as product; and 4) are appropriate and valid assessments of the population being tested.

The results are compiled into an annual report. This report is provided to the Arkansas State Department of Education, Office of Gifted and Talented, the local school board, school faculty and administration, parent groups and other appropriate audiences to seek formative feedback, resources, developmental assistance, and demonstrate reasonable accountability.

Participation in the gifted program must be noted on students' transcripts and permanent records.

STANDARD

EVIDENCE VERIFYING COMPLIANCE

10.01 The evaluation process provides accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.	Written evaluation plan
10.02 The plan for evaluation is based on program objectives.	Written evaluation plan
10.03 All components of the gifted/talented program are evaluated annually: identification, staff development, program options, <u>program goals and objectives</u> , curriculum, community involvement, program expenditures, and the evaluation process/plan.	Written evaluation plan
10.04 Data for evaluation are obtained from a variety of instruments, procedures, and information sources.	Copies of evaluation instruments
10.05 Evaluation findings are compiled, analyzed, and communicated to ADE-OGT	Evaluation report

and appropriate audiences.

10.06 Student progress is assessed, with attention to mastery of content, higher level thinking skills, creativity, and affective growth.

Written Policy for student evaluation

10.07 Participation in the gifted program is noted on student transcripts and permanent records.

Policy for student evaluation

GIFTED EDUCATION ORGANIZATIONS

Arkansans for Gifted and Talented Education (AGATE)

P. O. Box 250754

Hillcrest Station

Little Rock, AR 72225

<http://www.agate-arkansas.org>

Arkansas Association of Gifted Education Administrators (AAGEA)

815 Bishop

Little Rock, AR 72202

501.372.1691

<http://www.aaea.ws>

The Council for Exceptional Children

~~Talented and Gifted Division~~

~~1920 Association Drive~~

~~Reston, VA 22091~~

~~(703) 264-9446~~

The Association for the Gifted

1110 North Glebe Road, Suite 300

Arlington, VA 22201-5704

1.800.224.6830

<http://www.cectag.org>

The National Association for Gifted Children

1707 L Street, NW, Suite 550

Washington, DC 20036

~~(202) 785-4268~~

<http://www.nagc.org>

The National Research Center on the Gifted and Talented

The University of Connecticut

~~362 Fairfield Road, U-7~~

2131 Hillside Road, Unit 3007

Storrs, CT 06269

~~(203) 486-4826~~

1.860.486.4826

World Council for Gifted and Talented Children, Inc.

The University of Winnipeg

515 Portage Avenue, Winnipeg, Manitoba

Canada R3B2E9

204.789.1421

<http://world-gifted.org>

WEB SITES AND E-MAIL ADDRESSES **GIFTED EDUCATION RESOURCES**

American Association for Gifted Children
<http://www.jayi.com/aage/>

AP Central – The College Board website
<http://www.apcentral.collegeboard.com>

Arkansas Governor’s School
<http://www.hendrix.edu/ags/agshane.htm>
<http://www.hendrix.edu/ags>

Arkansans for Gifted and Talented Education (AGATE)
Resource Page

<http://www.agate-arkansas.org/resources.html>

Belin-Blank Center for Gifted Education and Talent Development

<http://www.uiowa.edu/~belinetr>
<http://www.education.uiowa.edu/belinblank>

Council for Exceptional Children
<http://www.cec.sped.org/>

Gifted Education Press
<http://www.caais.com/gep>

Davidson Institute for Talent Development
<http://www.ditd.org>

Educational Resources Information Center (ERIC) Clearinghouse

eric@cec.sped.org
<http://www.cec.sped.org/ericeec.htm>
<http://www.eric.ed.gov>

Hoagies’ Gifted Education Page
<http://www.hoagiesgifted.org>

National Association for Gifted Children

<http://www.nagc.org/>

National Research Center on the Gifted and Talented

<http://www.ucc.uconn.edu/wwwgt/nrcgt.html>

<http://www.gifted.uconn.edu/nrcgt.html>

Open Space Communications, Inc.

(Publishes *Understanding our Gifted* magazine)

<http://www.openspacecomm.com>

The Institute for Research and Policy on Acceleration (IRPA)

www.accelerationinstitute.org

Proposal for the New School Leader Licensure Assessment (SLLA)

SLLA	Cut Score	Length of Test	Approx. Cost	Free Response	Multiple Choice
Old - # 11010	158	6 hours	\$ 430	100%	0%
New - # 11011	163	4 hours	\$ 325	7 questions	100 questions

Recommended by ADE and supported by the PLSB

- New Test Effective Date of 1-1-10, with fall 2009 training to IHE staff by September 17, 2009 by ETS.
- Interested candidates may take the old SLLA test one last time on 10-17-09
- If a candidate elects to take the new SLLA assessment during the September 2009 testing date and makes the approved cut score, the ADE will accept that testing and score.

~~Arkansas Department of Education
Rule Governing Waivers of the Earnings Limitations
Under the Teacher Retirement System
September 2007~~

~~1.00 — Legislative Authority~~

~~1.01 — These regulations shall be known as the Arkansas Department of Education (ADE) Rules Governing Waivers of the Earnings Limitations Under the Teacher Retirement System.~~

~~1.02 — These regulations are enacted pursuant to the State Board of Education’s authority under Ark. Code Ann. §§ 24-7-708(f), 24-7-502, 6-11-105, 25-15-201 et. seq., and Acts 612 and 698 of 2007.~~

~~2.00 — Purpose~~

~~It is the purpose of these regulations to establish the conditions and procedures for requesting from the Board of Trustees of the Teacher Retirement System, or its designee, a Waiver of the Earnings Limitation under Ark. Code Ann. § 24-7-708 (f) and Ark. Code Ann. § 24-7-502, and Acts 612 and 698 of 2007.~~

~~3.00 — Definitions~~

~~3.01 — Academic Distress: Means any public school district failing to meet the minimum level of academic achievement on the state mandated criterion referenced examinations as required by the state board pursuant to Ark. Code Ann. §6-15-419(28).~~

~~3.02 — Critical Academic Areas: Academic areas identified annually by the State Board of Education as being critical academic teacher shortage areas.~~

~~3.03 — Commissioner: The Commissioner of the Department of Education.~~

~~3.04 — Earnings Limitation: As outlined in Arkansas Code Ann. § 24-7-708, the maximum amount that a retirant employed by a public employer whose employees are covered by the Arkansas Teacher Retirement System can earn during a twelve-month period ending June 30. The earnings limitation rate is established annually by the Arkansas Teacher Retirement System Board of Trustees.~~

~~3.05 — Fiscal Distress: Means a public school district determined by the department and classified by the State Board of Education as being placed in fiscal distress status pursuant to this subchapter; Ark. Code Ann. §6-20-1903.~~

~~3.06 — Standard of Accreditation Probationary Status: Means that status assigned to any public school district or school that is deemed by the State Board of Education to have failed to meet the Arkansas Standards of Accreditation beyond a citation violation pursuant to Ark. Code Ann. § 6-15-201 et seq.~~

~~3.07 — Retirant: A person currently receiving retirement benefits from the Arkansas Teacher Retirement System.~~

~~3.08 — Waiver: An approval of a set of conditions under which a retirant will not be held to the Earnings Limitation as defined by the Arkansas Teacher Retirement System Board of Trustees.~~

~~4.00 — Waivers for the Earnings Limitations may be requested under the following conditions:—~~

~~4.01 — A school district which is without a superintendent due to a reconstitution or reorganization of a public school district as allowed in Ark. Code Ann. § 6-15-201 et seq., Ark. Code Ann. § 6-15-401 et seq., or § 6-20-1901 et seq., following an appropriate determination by the State Board of Education that:~~

~~4.01.1 — The public school district has failed to meet the standards of accreditation pursuant to Ark. Code Ann. §6-15-201 et seq.; or~~

~~4.01.2 — The public school district is in academic distress status for failing to meet the minimum level of academic achievement on the state mandated criterion-referenced examinations as required by the State Board of Education pursuant to Ark. Code Ann. §6-15-401 et seq.; or~~

~~4.01.3 — The public school district is in fiscal distress status pursuant to Ark. Code Ann. §6-20-1901 et seq.; and~~

~~4.01.4 — An appropriately qualified applicant, as determined by the Department of Education, who is not an ATRS covered retirant is not available to be employed.~~

~~4.02 — A school district desires to hire a retirant to teach in one of the critical academic teacher shortage areas identified by the State Board of Education.~~

~~5.00 — Limitations~~

~~5.01 — Waivers of earnings limitations will be requested annually and shall be effective until the end of that fiscal year.~~

~~5.02 — A Waiver of Earnings Limitation must be requested within thirty days of employment.~~

~~5.03 — To be eligible for an Earnings Limitation Waiver under § 4.02 of this rule, the retirant must be certified in the content area assigned.~~

~~5.04 — Waiver of Earnings Limitation may only be granted due to a teacher shortage in a critical academic content area in a public school district as allowed in § 4.02 or due to a vacancy in a superintendent's position in the situation of a reconstitution or reorganization of a public school district as allowed in § 4.01 of this rule.~~

~~Waivers of Earnings Limitations may be requested and renewed annually for up to a total of six (6) years for each individual retirant.~~

~~5.05 — A member of the Arkansas Teacher Retirement System must have terminated covered employment for at least 30 days before being eligible to apply for a Waiver of the Teacher Retirement Earnings Limitation.~~

~~5.06 — A retirant cannot be hired under the Earnings Limitation Waiver to teach the exact position vacated by the retirant to the extent that this action would violate any current existing provision and/or laws governing pension funds regulated by the Internal Revenue Service.~~

~~6.00 — Procedures~~

~~6.01 — Application letters requesting a Waiver of Earnings Limitation shall be submitted in writing to the Commissioner. The application letter shall include:~~

- ~~a. — A justification of the need for the waiver.~~
- ~~b. — Documentation that a currently licensed and/or appropriately qualified applicant who is not a retirant was not available to be employed.~~
- ~~c. — The retirant to be employed.~~
- ~~d. — The length of time the retirant is to be employed.~~

~~6.02 — The Commissioner shall make the request for the waiver of earnings limitation to the Teacher Retirement System Board of Trustees or its designee.~~

~~6.03 — No payment for services rendered by any retirant(s) under the conditions of the waiver can occur prior to the effective approval date of the Waiver of Earnings Limitation.~~

~~6.04 — The final decision regarding the granting of the waiver will rest with the Board of Trustees of the Teacher Retirement System or its designee.~~

~~6.05 — School districts shall maintain audit files, which list personnel receiving waivers and provide documentation regarding the justification for the waiver.~~

~~6.06 — Beginning July 1, 2005, for any retirant granted an Earnings Limitation Waiver, the employer and employee contribution rate to the system on behalf of that member shall be remitted by the employer at the current rate in effect at the time of the employment.~~

~~7.00 — Waivers for Retired Members of the Arkansas Teacher Retirement System Employed by the Department of Education:~~

~~7.01 — A retired member entering into a position of employment with the Department of Education is exempt from Sections 5.00 and 6.00 of these Rules and shall be employed with no limitations placed on his or her earnings.~~

~~7.02 — For any retired member returning to work pursuant to Subsection 7.01 of these rules, both the employer and employee contribution rate in effect at the time of employment shall be remitted to the system on behalf of the member by the employer.~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ADDITION OF AREAS OF LICENSURE OR
ENDORSEMENT

~~June 11, 2007~~

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Addition of Areas of Licensure or Endorsement.
- 1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, ~~and 6-17-402~~ and 25-15-201 et seq.

2.00 PURPOSE

- 2.01 The purpose of these rules is to identify the policies governing licensure that deal with adding an area of licensure/endorsement to an existing Arkansas teaching license.

3.00 DEFINITIONS – For the purpose of these rules, the following definitions shall apply:

- 3.01 **Additional Licensure Plan (ALP)** shall be the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study competency and assessment requirements for said position.
- 3.02 **Approved Performance Based Program of Study** refers to a program approved by the Arkansas Department of Education and based upon Arkansas licensure standards. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area.
- 3.03 **Endorsement** refers to teaching or administrative licensure areas, which require an initial or standard/professional teaching license, prior to the endorsement being added.
- 3.04 **Exception Area** refers to the specific areas of licensure, which cannot be issued either as an initial license or by testing only. The exception areas include, but are not limited to, the following: Special Education, Counselor, All Other Added Endorsement Areas, Administrative Licenses, Non-Instructional Student Services, and Professional & Technical Permits. Special Education may be issued as an initial license.

ADE 254-1

To the AR State Board of Education
For Final Approval
September 14, 2009

- 3.05 **Initial Teaching License** refers to a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.06 **Level and Area of Licensure** – **Level** refers to the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary). **Area** refers to the particular content field, including but not limited to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.
- 3.07 **Standard Teaching License** refers to a five- year renewable license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.08 **State Board Required Assessments** refer to specific performance-based assessments approved by the State Board of Education.
- 3.09 **Content/Standard Teaching Area** refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.
- 3.10 **Provisional License by Reciprocity** a one year teaching license that may or may not be renewed. This license allows a teacher coming from out of state or out of country to be employed as a teacher while completing assessed deficiencies for the Initial or Standard/Professional teaching license.
- 3.11 **Professional Teaching License** a standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

4.00 REQUIREMENTS FOR ADDING AN AREA OF LICENSURE OR ENDORSEMENT

- 4.01 Teachers/administrators shall have a valid Arkansas initial or standard/professional content area teaching license or provisional licensure through reciprocity in order to add an area of licensure or endorsement.
- 4.02 Teachers adding an additional licensure/endorsement area(s) to their Arkansas teaching license by meeting the program of study requirements of an Arkansas college/university or when adding a licensure/endorsement area by reciprocity, shall meet the following requirements regarding degrees and coursework.
- 4.02.1 The coursework/degree required for the area(s) that are being added shall have been completed through a college/university that holds

ADE 254-2

To the AR State Board of Education
For Final Approval
September 14, 2009

regional/national accreditation that is recognized by the U.S. Department of Education or Council for Higher Education Accreditation.

AND

- 4.02.2 All teacher education coursework shall have been completed through a college/university teacher education program that holds national accreditation that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.
- 4.03 The Additional Licensure Plan (ALP) shall be the recognized process for allowing a licensed teacher to be employed in an out-of-area teaching position while completing the competency and assessment requirements for the new employment position.
- 4.03.1 Teachers who hold an initial or standard/professional license are eligible to file an ALP in order to be employed in an out-of-area assignment.
- 4.03.2 Teachers who hold a provisional Arkansas teaching license, which was granted through reciprocity as a result of holding an initial/standard out-of-state license, are also eligible to file an ALP in order to be employed in an out-of-area assignment.
- 4.04 Teachers working in an out-of-area teaching assignment shall file a completed ALP with their school district and with the Office of Professional Licensure within thirty (30) days of beginning the out-of-field assignment.
- 4.04.1 Teachers working under an ALP shall have three (3) years from the beginning of the out-of-area assignment to complete all competency and assessment requirements for the new employment position.
- 4.04.2 When a school district requests a waiver to employ a teacher out-of-area and a program of study is required:
- 4.04.2.1 The teacher shall successfully complete a minimum of three (3) hours of coursework toward the program of study requirements during the first year employed out-of-area, and a minimum of six (6) hours of coursework each of the following two years, when employed out-of-area, in order for the waiver to be approved for the following year.
- 4.04.2.2 The Specialty Area Assessment(s) required to be designated as a highly qualified teacher in the core academic area shall be

ADE 254-3

To the AR State Board of Education
For Final Approval
September 14, 2009

successfully completed the first year the teacher is employed out-of-area on an approved waiver.

4.04.2.3 A waiver will not be approved for the following year at such time that the teacher fails to successfully complete the required coursework or testing within the timelines specified above.

4.04.3 When a school district has requested a waiver for a teacher being employed out-of-area and the additional area can be added by testing out:

4.04.3.1 The teacher shall have successfully completed the content knowledge portion(s) of the required specialty area assessment (s) required to be highly qualified during the first year employed out-of-area on an approved waiver.

4.04.3.2 The remaining part(s) of the specialty area assessment required for licensure in the out-of-area assignment shall be successfully completed by the end of the third year working under an approved waiver.

4.04.3.3 Teachers failing to successfully complete the content knowledge portion of the specialty area assessment required to be highly qualified during the first year employed out-of-area under an approved waiver, shall document a minimum of six (6) hours of coursework in the content area.

4.04.3.4 Teachers failing to successfully complete either the required assessment to be highly qualified or the six (6) hours of coursework in the content area during the first year working under an approved waiver shall not be approved to be employed out-of-area under the same ALP the following year.

4.05 The requirements contained in an individual's ALP are subject to any changes made by the State Board of Education which would necessitate a change in the licensure requirements for that ALP.

4.06 The Office of Professional Licensure shall add a licensure/endorsement area(s) to a valid Arkansas Initial or Standard/Professional teaching license upon receiving the following:

4.06.1 An application requesting the licensure/endorsement area(s);

- 4.06.2 Documentation that all program of study requirements (including Arkansas History when required); and
 - 4.06.3 Evidence that all State Board required assessments have been successfully completed.
- 4.07 Teachers or administrators may add an additional licensure area (s) by testing out, only when they hold a content/standard/professional licensure area at the same level as the area being added.
- 4.07.1 Added endorsements such as reading, library media, counselor, journalism, grade 5-6 endorsements, English as a Second Language, educational examiner, coaching, gifted and talented and administrative areas may not be used as a platform for adding other licensure areas by testing out.
- 4.08 Teachers or administrators seeking to add exception areas shall complete an approved performance-based program of study and pass the State Board required assessment(s).
- 4.09 Teachers or administrators seeking to add additional areas of licensure outside their level of licensure shall complete an approved performance-based program of study and pass the State Board required assessment(s).
- 4.10 To add an area of licensure or endorsement for which there is not a State Board required specialty area assessment, a candidate shall successfully complete an approved performance-based program of study and the State Board required pedagogical assessment.
- 4.11 In order to add an area of licensure/endorsement to a license in School Psychology Specialist, Speech Pathology, Adult Education or a Professional Technical Permit area only, the teacher shall complete a teacher preparation program of study to include a practicum/internship and the State Board required specialty area assessment(s), pedagogical assessment and basic skill assessments.
- 4.12 Teachers or administrators adding Early Childhood P-4, Middle Childhood Math/Science and Language Arts/Social Studies 4-8 or Secondary Social Studies 7-12 to their valid Arkansas initial or standard teaching license shall have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 4.13 The Office of Professional Licensure reserves the right to amend and/or rescind an additional area of licensure that is issued in error.

- 4.14 Additional areas/levels of licensure or endorsement shall be added to a valid Arkansas initial or standard/professional teaching license upon receiving documentation that all requirements have been met and upon receiving an application requesting the additional licensure area or endorsement.
- 4.15 A content/standard area teaching license, as identified in the areas and levels of licensure and approved by the State Board of Education, shall be required in order to add licensure areas, endorsements or areas of educational administration.
- 4.16 The Office of Professional Licensure has the authority to assist individual teachers seeking additional licensure areas for which there are no approved programs of study at any of Arkansas' Institute of Higher Education. Examples of such licensure areas to be include but not limited to are: Visual Specialist and Hearing Specialist.
- 4.17 Beginning May 1, 2007, teachers that are adding P.E./Wellness/Leisure to a current Arkansas teaching license, shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).
- 4.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.
- 4.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.
- 4.18 Teachers adding the endorsement areas of Guidance and Counseling or School Library Media shall document two years of classroom teaching experience in order to add these areas to a current Arkansas teaching license.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INITIAL AND STANDARD/PROFESSIONAL
ADMINISTRATOR LICENSURE

~~August 2003~~

1.0 REGULATORY AUTHORITY

1.01 These shall be known as the Arkansas Department of Education Rules Governing Initial and Standard/Professional School Administrator Licensure.

1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105, ~~and 6-17-402 (Repl. 1999)~~ and § 25-15-204 Supp., and Act 733 of 2009.

2.0 PURPOSE

2.01 The purpose of these rules is to establish the requirements and procedures for obtaining an Initial or Standard/Professional Arkansas School Administrator License.

3.0 DEFINITIONS

For the purpose of these Rules

3.01 **Administrator License** - a license, issued by the state, which allows one to serve as an administrator in an Arkansas school district or other agency or organization requiring an administrator license (grade levels indicated). There are three types of administrator licenses available in Arkansas.

3.01.1 **Building Level Administrator** –a principal, assistant principal, or vice principal. (grade levels P-8 and/or ~~7-12~~ 5-12)

3.01.2 **Curriculum/Program Administrator** –a school leader who is responsible for program development and administration, and/or employment evaluation decisions. Each Curriculum/Program Administrator License is limited to one of the following areas:

3.01.2.1 Special Education (~~grade levels P-4, and/or 4-12, or P-12~~)

3.01.2.2 Gifted and Talented Education (~~grade levels P-8, and/or 7-12, or P-12~~)

3.01.2.3 Career and Technical Education (grade levels 4-8, 7-12 and/or Post-Secondary)

3.01.2.4 Content Area Specialist (grade levels P-12 ~~P-8 and/or 7-12~~)

3.01.2.4.1 The areas of licensure for Content Area Specialist are listed ~~in Appendix A.~~ in the areas and levels of Licensure as approved by the State Board of Education.

3.01.2.5 Curriculum Specialist (grade levels ~~P-8, 4-8 and/or 7-12~~ P-12)

3.01.3 **District Level Administrator** –a superintendent, assistant/associate superintendent, or deputy superintendent. (grade level P-12)

3.02 **Administrator Licensure Completion Program Plan (ALCP)** - a plan filed with the office of Professional Licensure, which is designed to assist an individual who has been offered employment in an administrative position prior to completion of state Administrator Licensure requirements. An ALCP may be requested for any one of the three types of Administrator Licenses Licensure areas.

3.02.1 Administrators on an ALCP must participate in Induction for each year they are employed under an ALCP.

3.03 **Advanced Program of Study** - a state-approved administrator preparation curriculum (inclusive of a portfolio and internship) offered at an Arkansas college or university, which is based on the current leadership standards *Standards for Licensure of Beginning Administrators* as adopted by the Arkansas State Board of Education. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions required of a District Level Administrator.

3.04 **Area of Licensure** – a particular content field as identified in ~~Appendix A,~~ Areas and Levels of Licensure as approved by the State Board of Education.

3.05 **Level of Licensure-** The grade level parameters of an administrator licensure area such as P-8, 7-12, P-12, P-8, P-12, 4-8, 5-12, or 7-12.

3.06 **Beginning Administrator** - an individual in his/her first one-to-three years as a school administrator who holds an Initial Building Level Administrator License, Initial Curriculum/Program Administrator License or is employed under or an ALCP, and is pursuing a Standard Administrator License.

3.07 **Classroom Teaching Experience-** Employment as the licensed classroom teacher of record

3.07.1 Credit for one (1) year of classroom teaching requires a minimum of fifty percent of each day to be spent as a classroom teacher.

3.07.2 One (1) year of classroom teaching experience shall equal a minimum of 120 days within a school year.

3.07.3 Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathology & School Psychology Specialist is not recognized as classroom teaching experience.

3.07.4 Four (4) years of experience as a school counselor, or school librarian may be counted toward the total of four (4) years of classroom teaching experience for Building Level Administrator only and Curriculum / Program Administrator for Curriculum (only).

3.08 **External Evaluator** –a member of the portfolio review committee within an Arkansas college or university program of study, who is a practicing school administrator or a former school administrator holding a current administrator license, and not employed within the college or university department offering the program of study.

3.09 **Induction** – a period of no less than one year and no more than three years, when a candidate is employed while holding an Initial Administrator License or those candidates employed under an ALCP- the mentoring support and accelerated professional development associated with the Initial Administrator License. The time of induction (minimum

of one year, maximum of three years) concludes with the successful completion of the state-mandated assessment.

3.09.1 Induction consists of:

3.09.1.1 Completion of the ADE Mentoring Program for Administrators, including attendance at training sessions and working with a mentor while employed as an Administrator

3.09.1.2 Successful completion of the state-mandated assessment for Administrators

3.10 **Initial Administrator License** - a license, issued by the state, which allows one to serve as either a Beginning Building Level or Curriculum/Program Administrator in an Arkansas school district. This initial license is valid for no less than one, and no more than three years, ~~during which time the administrator participates in Administrator Induction.~~

3.11 **Internship** - a practical administrative and/or curricular experience, within a program of study (based on NCATE standards), which provides the candidate with practice in a traditional public or private P-12 school setting in the specific area of Administration being sought. A separate internship is required for every area and level of administration sought.

3.12 **Mentor** - a licensed administrator ~~trained~~ certified in the state-adopted mentoring model. Mentors are assigned to assist a beginning administrator by providing support and focused feedback with regard to skills, management, and professional behaviors.

3.13 **Mentoring State Mentoring Program for Administrators**- support and focused feedback (~~for professional growth and development~~) provided to a beginning administrator by an experienced licensed administrator that has been trained in the Arkansas mentoring model for administrators. ~~mentor.~~

3.14 **Portfolio** - an accumulation of materials and documented experiences reflecting the ~~knowledge, disposition and performance~~ competencies of

the candidate with regard to Arkansas Administrator Licensure Standards as required by program of study. A separate portfolio is required for each area and level of administrator licensure sought. The portfolio will be assessed by the program of study faculty and at least one external evaluator to ensure program quality and integrity.

3.15 Program of Study - a state-approved administrator preparation curriculum (inclusive of a portfolio and internship) offered at an Arkansas college or university, ~~and~~ based on the current leadership standards *Standards for Licensure of Beginning Administrators* as adopted by the Arkansas State Board of Education. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions required of a Building Level, ~~or~~ Curriculum/Program Administrator, and/or District Administrator.

3.16 Standard Administrator License - a renewable license, valid for five years, issued to candidates who have successfully completed all state-mandated licensure requirements for Building Level, Curriculum/Program or District Level Administrator. ~~This license is valid for five (5) years, at which time it must be renewed, or it will expire.~~

3.17 State-Mandated Licensure Assessments – ~~test~~ the required assessment(s) used for the evaluation of administrators who are pursuing Standard administrator licensure.

3.17.1 ~~Successful completion~~ passing of the state-mandated licensure assessments is defined as meeting the state-adopted cut score for the appropriate licensure assessment.

3.18 Professional License- A standard Arkansas Teaching License that is issued upon the request of a teacher who has documented the completion of a Master’s Degree and three years of teaching experience or who has documented current National Board Certification.

3.19 Traditional P-12 Setting- Employment in a public or private school between P-12 grade levels (or) as otherwise defined by the Arkansas Department of Education.

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL ADMINISTRATOR LICENSE

4.01 There are two types of Initial Arkansas school administrator licenses.

4.01.1 Building Level Administrator

4.01.2 Curriculum/Program Administrator (issued in one of five (5) areas)

4.01.2.1 Special Education

4.01.2.2 Gifted and Talented Education

4.01.2.3 Career and Technical Education

4.01.2.4 Curriculum Specialist

4.01.2.5 Content Area Specialist

4.01.2.5.1 The areas of licensure for Content Area Specialist are listed in Appendix A. the Areas and Levels of Licensure as approved by the State Board of Education

4.02 To qualify for an Initial Administrator License a candidate ~~must~~ shall:

4.02.1 Hold a current Arkansas Standard Teaching License,

4.02.1.1 For Curriculum/Program Administrator the license must be in the specialty area where applicable.

4.02.1.1.1 ~~For Special Education, this includes School Psychology Specialist and/or Speech Language Pathologist (P-12) licenses.~~

4.02.2 Have a minimum of four years of classroom teaching experience,

4.02.2.1 For Building Level, ~~at least three of the four years of~~ of teaching experience ~~must shall be~~ classroom teaching experience, or experience as a school counselor or school librarian at the level at which the candidate is seeking licensure.

4.02.2.2 For Curriculum/Program Administrator, ~~at least three of the four years of~~ of teaching experience ~~must shall be as follows: at the level and/or in the area in which the candidate is seeking licensure.~~

4.02.2.2.1 Special Education- In the area of Special

Education.

4.02.2.2.2 Gifted and Talented- In the area of Gifted and Talented.

4.02.2.2.3 Career and Technical- In the area of Career and Technical.

4.02.2.2.4 Content Area Specialist- In the specific content area **and level sought.**

4.02.2.2.5 Curriculum Specialist- At any level or area as **a classroom teacher, school librarian or school counselor.**

4.02.3 Have completed hold a graduate degree in Educational Leadership from an Arkansas college or university that is regionally and/or NCATE accredited college or university and whose approved administrator education programs are NCATE accredited.

4.02.3.1 The appropriate program of study shall include an internship and portfolio. Each area and level of administration granted requires a separate internship and portfolio as well as completion of the state mentoring program.

4.02.3.1.1 Internships shall be within the grade level of licensure sought and shall be above and/or below the grade levels of teaching experience for the grade level sought.

4.02.3.2 For candidates holding a graduate degree in an area other than Educational Leadership, the institution of higher education will review their credentials to determine their individual needs. The candidates will complete a graduate level program of study based on their individual needs inclusive of an internship and portfolio based on the current leadership standards *Standards for Licensure of Beginning Administrators* as adopted by the Arkansas State Board of Education to obtain an initial license.

4.02.3.2.1 A Master's Degree in an area other than

Educational Leadership, shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement/area as identified in the Areas and Levels of Licensure as approved by the State Board of Education.

~~4.02.4 complete the appropriate program of study (inclusive of an internship and portfolio),~~

~~4.03 The Administrator must be prepared through a regionally and/or NCATE accredited college or university whose administrator prep program is NCATE accredited.~~

4.04 The Educational Leadership Chairperson and licensure officer at the regionally and/or NCATE accredited college or university where the candidate was enrolled will shall provide written evidence of degree or program of study completion.

4.05 The Initial Administrator License shall be issued when a completed, appropriately signed, Initial License Application has been submitted to the offices of Professional Licensure and Professional Quality Enhancement at the Arkansas Department of Education. The application provides ADE with verification of:

4.05.1 ~~the~~ current Arkansas Standard teaching license,

4.05.2 ~~the~~ required teaching experience,

4.05.3 ~~the~~ graduate degree,

4.05.4 ~~the~~ level of preparation, and

4.05.5 completion of the program of study (inclusive of an internship and portfolio), verified by the Educational Leadership chairperson and licensure officer at the university attended.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL ADMINISTRATOR LICENSE

5.01 The Initial Arkansas Administrator License:

5.01.1 is valid for no less than one, and no more than three years,

5.01.2 becomes effective as of date of issue

~~5.01.3 expires three years from the effective date, unless requirements for a Standard license are met.~~

~~5.01.3.1 If requirements for the Standard License are not met by the end of the third year, a candidate may re-apply for the Initial License.~~

5.02 Candidates who hold an Initial Administrator License, but are not employed as a Beginning Administrator for a period of three years, ~~must~~ shall meet current program of study and assessment requirements for re-issuance of an Initial Administrator License ~~Licensure requirements at the time of re-application.~~

5.03 The Initial Administrator License shall become null and void and shall not be renewed at such time as the Administrator has been employed as an Administrator for three years and has not successfully completed Induction.

5.04 Administrators employed under ~~who hold~~ an Initial Administrator License shall participate in Administrator Induction. ~~which concludes after a minimum of one year and successful completion of the state-mandated assessment.~~

6.0 RULES PERTAINING TO OBTAINING REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL ADMINISTRATOR LICENSE

6.01 There are three routes for obtaining a Standard/Professional Arkansas Administrator License.

6.01.1 Conversion of an Initial license via Induction

6.01.2 Completion of the requirements of an ALCP

6.01.3 Conversion of an out-of-state Standard administrator license through reciprocity

6.02 There are three types of Standard/Professional Arkansas Administrator Licenses:

6.02.1 Building Level Administrator

6.02.2 Curriculum/Program Administrator, issued in one of five areas

6.02.2.1 Special Education

- 6.02.2.2 Gifted and Talented Education
- 6.02.2.3 Career and Technical Education
- 6.02.2.4 Curriculum Specialist
- 6.02.2.5 Content Area Specialist

6.02.2.5.1 The areas of licensure for Content Area Specialist are listed in Appendix A the Areas and Levels of Licensure approved by the State Board of Education.

6.02.3 District Level Administrator

6.03 The requirements for each of the Standard Arkansas Administrator Licenses are as follows:

6.03.1 To qualify for the Standard/Professional Building Level Administrator License the candidate shall ~~must~~:

6.03.1.1 ~~be employed as a Building Level Administrator, must~~ have been employed as a Building Level Administrator for a minimum of at least 50% of the day, in Arkansas for a minimum of one year

6.03.1.1 hold a current Arkansas Initial Building Level Administrator License or have completed all ALCP requirements,

6.03.1.2 ~~participate in Induction,~~ have completed Induction.

6.03.1.2.1 For candidates that meet all licensure requirements for both levels of building level administrator, only one induction shall be required to license at both levels.

6.03.1.3 ~~successfully complete~~ pass the state-mandated licensure assessment.

6.03.2 To qualify for the Curriculum/Program Administrator License the candidate shall ~~must~~:

6.03.2.1 ~~be employed~~ have been employed as a Curriculum/Program Administrator for a minimum of at least 50% of the day, in Arkansas for a minimum of one year in the area of the initial license,

6.03.2.1 hold a current Arkansas Initial Curriculum/Program Administrator License in the license-specific specialty area or have completed all ALCP requirements.

6.03.2.2 ~~participate in Induction,~~ have completed Induction.

6.03.2.2.1 A separate induction shall be required for each area of Curriculum / Program Administrator license.

6.03.2.3 successfully complete the state-mandated licensure assessment.

6.03.3 To qualify for the District Level Administrator License the candidate ~~shall~~ must:

6.03.3.1 hold a current Standard/Professional Arkansas teaching license,

6.03.3.2 ~~have at least four (4) years of classroom teaching experience.~~ shall have met the classroom teaching experience requirement for Building Level Administrator and/or Curriculum/Program Administrator

6.03.3.3 hold a current Standard Building Level or Curriculum/Program Administrator License, with a minimum of one year experience as a Building Level or Curriculum Program Administrator.

6.03.3.4 have or complete ~~an advanced~~ a graduate degree (with a program of study reflective of the standards for District Level Administrator Licensure), or complete an advanced program of study reflective of the standards for District Level Administrator Licensure (both inclusive of an internship and portfolio), from a regionally ~~and/or NCATE~~-accredited college or university whose program of study is NCATE accredited,

6.03.3.5 successfully complete the state-mandated licensure assessment.

6.04 The authorized school district representative ~~will~~ shall verify employment as an Administrator ~~and completion of Induction~~ for a Standard Building Level or Curriculum/Program Administrator License candidate.

- 6.05 ~~The Standard Building Level, or Curriculum/Program Administrator, or District Level Administrator License will be issued when a completed, appropriately signed Standard License Application has been submitted to the office of Professional Licensure with verification that all requirements have been met, and Professional Quality Enhancement at ADE. The application provides ADE with verification of:~~
- ~~6.05.1 employment experience as a licensed school administrator,~~
 - ~~6.05.2 the appropriate initial administrator license (or ALCP),~~
 - ~~6.05.3 completion of the Arkansas Administrator Induction Program, and including mentoring and training sessions and successful completion of the State Mandated Assessment.~~
 - ~~6.05.4 successful completion of the state-mandated licensure assessment (documented via a copy of the official score report).~~
- 6.06 ~~The Educational Leadership Chairperson and the Licensure Officer at the regionally and/or NCATE accredited college or university where the candidate was enrolled will shall verify advanced degree or the graduate degree and advanced program of study completion for Standard District Level Administrator License.~~
- ~~6.06.1 The Standard District Level Administrator License will shall be issued when the completed, appropriately signed Standard License Application and official transcript are is submitted to the Office of Professional Licensure, and Professional Quality Enhancement at ADE. The application provides ADE with verification of:~~
 - ~~6.06.1 the Standard Arkansas teaching license,~~
 - ~~6.06.2 the teaching experience,~~
 - ~~6.06.3 the Standard Building Level or Curriculum/Program Administrator license, with a minimum of one year of experience as a Building Level or Curriculum Program Administrator~~
 - ~~6.06.4 the advanced degree or completion of the advanced program of study (both inclusive of an internship and portfolio), and~~
 - ~~6.06.5 successful completion of the state-mandated licensure assessment (documented via a copy of the official score report).~~
- 6.07 ~~The Standard Administrator License will be issued to applicants holding a Standard administrator license from another state who have met all~~

requirements for a Standard Arkansas Administrator License through reciprocity.

~~6.07.1 Building Level and/or Curriculum/Program Administrators, with less than one year administrative experience, will be mentored for one year.~~

~~7 GENERAL POLICIES AND PROCEDURES RELATING TO A STANDARD ADMINISTRATOR LICENSE~~

~~7.03 The Standard Arkansas Administrator license:~~

~~7.03.1 shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education,~~

~~7.03.2 shall be a renewable license, valid for a period of five years,~~

~~7.03.3 shall become effective January 1 of the year it is issued, and shall expire December 31 of the fifth year.~~

~~7.04 The effective dates of the candidate's standard teaching license and standard Administrator License shall coincide.~~

~~7.0 RULES PERTAINING TO AN ADMINISTRATOR LICENSURE COMPLETION PROGRAM PLAN (ALCP)~~

~~7.01 The ALCP is the licensure route for an individual who has been offered employment in an administrative position in an Arkansas school district prior to completion of state Administrator Licensure requirements.~~

~~7.02 The ALCP is a plan filed with the office of Professional Licensure, which describes lists the requirements to be completed for licensure.~~

~~7.03 The ALCP is valid for a maximum of three years and is not renewable.~~

~~7.04 To qualify for an ALCP candidates shall must:~~

~~7.04.1 Hold a current AR Standard/Professional teaching license,~~

~~7.04.1.1 For Curriculum/Program Administrator the license must be in the specialty area where applicable.~~

~~7.04.2 have a minimum of four years of classroom teaching experience,~~

7.04.2.1 For Building Level Licensure, at least three of the four years teaching experience ~~shall~~ must be classroom teaching experience, or experience as a counselor or school librarian at the level at which the candidate is seeking the ALCP.

7.04.2.2 For Curriculum/Program Administrator Licensure, ~~at least three of the four years teaching experience shall~~ must be at the level and/or in the area in which the candidate is seeking the ALCP as follows:

7.04.2.2.1 Special Education- In the area of Special Education.

7.04.2.2.2 Gifted and Talented- In the area of Gifted and Talented.

7.04.2.1.3 Career and Technical- In the area of Career and Technical.

7.04.2.1.4 Content Area Specialist- In the specific content area and level sought.

7.04.2.2.5 Curriculum Specialist- At any level or area as a classroom teacher, school librarian or school counselor.

7.04.3 ~~be enrolled and participating in the appropriate program of study through a regionally and/or NCATE accredited Arkansas college or university whose Educational Leadership Program is NCATE accredited administrator program~~

7.04.3.1 When it has been determined that a candidate is no longer attending class and working under an ALCP, the Educational Leadership chair is required to report it to the Office of Professional Licensure.

7.04.3.2 Candidates employed under an ALCP shall file a waiver request to be employed out of their licensure area and shall make annual yearly progress as defined in section 4.04 through section 4.04.2.3 of the Rules Governing the Addition of Areas of Licensure or

Endorsement each year they have been granted a waiver to be employed out of their licensure area.

7.04.3.2.1 The ALCP shall be considered null and void and further waiver requests to work under an ALCP shall be denied at such time as the candidate fails to make annual yearly progress.

7.04.4 be hired as a Beginning Administrator, in a traditional public or private P-12 school setting, in an Arkansas school district. The position must be in the level/area of the license sought.

7.04.5 have or complete a ~~graduate or advanced~~ degree from a regionally ~~and/or~~ NCATE accredited college or university in Arkansas whose Educational Leadership Program is NCATE accredited.

7.04.5.1 For Building Level and/or Curriculum/Program Administrator, that degree shall ~~must~~ be a graduate degree.

7.04.5.2 For District Level, that degree shall ~~must~~ be ~~an advanced degree~~ a graduate degree with a program of study reflective of the standards for District Level Administrator.

7.04.5.3 For candidates holding a graduate degree in an area other than Educational Leadership, the Institution of Higher Education ~~will~~ shall review ~~their~~ the candidate's credentials to determine ~~their~~ individual needs. These candidates ~~will~~ shall complete a ~~an~~ individualized graduate level program of study (inclusive of an internship and portfolio) which meets their individual needs and is based on the AR Standards for Licensure of Beginning Administrators leadership standards as adopted by the Arkansas State Board of Education.

7.04.5.4 In addition, for District Level, the candidate ~~shall~~ must already hold a Standard Building Level or Curriculum/Program Administrator License.

7.04.5.5 A Master's Degree in an area other than Educational Leadership, shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement/area as identified in the Areas and Levels of Licensure as approved by the State Board of Education.

7.05 ~~Candidates for~~ The ALCP ~~shall must have be~~ enrolled in a Program of Study verified by the Educational Leadership Chairperson at the ~~regionally and/or NCATE accredited~~ Arkansas college or university where the degree or program of study is offered.

7.06 The authorized school district representative where the candidate for the ALCP is employed ~~shall must~~ verify employment and assure the appointment of the Beginning Administrator mentor.

7.07 The employing Arkansas school district ~~must shall~~ file a completed ALCP ~~application~~ with the offices of Professional Licensure ~~and Professional Quality Enhancement~~ within thirty days of hiring the beginning administrator under an ALCP.

7.08 While employed as a Beginning Building Level or Curriculum Program Administrator ~~beginning administrator~~ under an ALCP the candidate ~~must shall~~:

7.08.1 be assigned an ADE-certified administrator mentor with experience in the area/grade level being sought.

7.08.2 ~~and participate in~~ complete the Administrator Induction Program including attendance at all ADE training sessions for each year employed under the ALCP,

7.08.3 complete the program of study (inclusive of portfolio and internship),

7.08.4 successfully complete the state-mandated licensure assessment.

7.09 Administrator Induction will continue until all requirements are met (no less than one and no more than three years)

8.0 RULES PERTAINING TO BEGINNING ADMINISTRATOR INDUCTION

8.01 All administrators holding an Initial Building Level Administrator License, Curriculum/Program Administrator License or an ALCP, ~~who~~ and are employed as beginning administrators, shall participate in Induction for no less than one year and no more than three years.

8.01.1 All Building Level and/or Curriculum/Program Administrators, with less than one-year administrative experience, will be mentored for a minimum of one year.

8.02 Induction includes:

8.02.1 participation in all Administrator Induction activities

8.02.1.1 Having an assigned mentor for a minimum of one year

8.02.1.2 Attending all ADE-sponsored training sessions for Administrators

8.02.2 ~~Registering for and~~ Successfully completing the state-mandated assessment.

8.03 All Arkansas school districts shall complete and submit the ADE required ~~School District Mentoring Plan Signature and Assurances Form~~ to the Office of ~~Professional Quality Enhancement~~ Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.

8.04 Arkansas public school districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Beginning Administrator Induction Guidelines. ~~and the district's approved plan for mentoring.~~

8.05 All Arkansas School Districts shall:

8.05.1 assign an ADE-certified administrator mentor with relevant experience to the Beginning Administrator within three weeks ~~upon~~ of employment of the Beginning Administrator,

- 8.05.2 release Beginning Administrators and Mentors from the district to attend the mandatory statewide induction orientation and informational follow-up meetings held by ADE,
- 8.05.3 adhere to mentoring guidelines developed by ADE, including distribution of professional development support funding within the parameters established by ADE,
- 8.05.4 file annual reports, including:
 - 8.05.4.1 ~~the list of new administrators and mentors~~ Beginning Administrator Mentor Pair Reporting Form submitted to the Office of Teacher Quality no later than September 15 of each year,
 - 8.05.4.2 Professional Learning Plan for each Beginning Administrator
 - 8.05.4.3 the end of year ~~expenditure~~ budget report to be submitted to the Office of Teacher Quality no later than June 30 of each year.
- 8.06 Mentoring allocations for the Beginning Administrator shall follow the administrator to a new employment site if the administrator continues in an Arkansas public school.
 - 8.06.1 If the administrator moves to a non-public school, leaves the profession, or leaves Arkansas, materials bought with state mentoring allocations shall remain in the public school district where the administrator was last employed.
- 8.07 School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:
 - 8.07.1 failure to submit and implement an approved district mentoring plan,
 - 8.07.2 failure to register all Beginning Administrators with the Office of ~~Professional Quality Enhancement~~ Teacher Quality Enhancement, and/or
 - 8.07.3 failure to comply with established guidelines for assignment, support and monitoring of Beginning Administrators and mentors.

~~9.0 RULES PERTAINING TO ADMINISTRATOR LICENSURE WAIVER~~

- ~~9.01— A waiver of administrator licensure may be requested by a school district when a district wishes to employ an individual as an Administrator with who has identified expertise but does not possess an administrator license nor a teaching license. This applies to building level and district level administrators only.~~
- ~~9.01.1— NOTE: This is a district specific, non-transferable waiver request, and does not culminate in an administrator license.~~
- ~~9.02— A The waiver request shall must be made to the Director Commissioner of the Department of Education.~~
- ~~9.03— A The waiver request shall must outline the licensure area in which the waiver is being requested, and should include the following:~~
- ~~9.03.1— the need for the waiver,~~
- ~~9.03.2— special qualifications of the individual for whom the waiver is being requested,~~
- ~~9.03.3— outcome expectations,~~
- ~~9.03.4— an annual accountability plan, and~~
- ~~9.03.5— a timeline not to exceed three years.~~
- ~~9.04— The Director Commissioner will rule on the request based on the recommendations of a review team.~~
- ~~9.04.1— The review team will be comprised of representatives of public education, higher education, the private sector, and ADE.~~
- ~~9.05— The Director Commissioner will notify the requesting district within thirty days.~~
- ~~9.05.1— If the request is denied, the school district may appeal to the State Board of Education.~~
- ~~9.05.2— If the request is approved, the school district shall must file a progress report to the Director Commissioner after six months, and annually thereafter.~~
- ~~9.06— The Director Commissioner has the authority, based on the progress and annual reports, to revoke the waiver for reasonable cause.~~

10.0 GENERAL POLICIES PERTAINING TO ALL LICENSES

10.01 Administrators who need a duplicate license shall ~~must~~ submit a completed application form (indicating “duplicate”) and pay applicable fee to the office of Professional Licensure.

10.01.1 A duplicate license will be issued only for a license that is current.

10.02 All information and documentation submitted for an Arkansas Administrator License must be accurate, authentic and unaltered.

10.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.

10.03 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Administrator License that has been issued in error.

DRAFT

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING “HIGHLY QUALIFIED” TEACHERS PURSUANT TO THE NO CHILD
LEFT BEHIND ACT OF 2001**

1.0 REGULATORY AUTHORITY

- 1.01** These shall be known as the Arkansas Department of Education Rules Governing “Highly Qualified” Teachers and promulgated pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq. (2002).
- 1.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 and Ark. Code Ann. § 25-15-201 et seq.

2.0 PURPOSE

- 2.01** The purpose of these rules is to establish definitions and procedures used to designate teachers as highly qualified in the core academic subject areas pursuant to the No Child Left Behind Act of 2001.

3.0 DEFINITIONS

For the purpose of these Rules the following terms shall be defined to mean:

- 3.01 Act (NCLB)** – the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq. (2002)
- 3.01.1** NCLB requires Highly Qualified Teacher (HQT) designation for those teachers-of-record in core academic classes employed in AR public schools.
- 3.02 Appropriate state teaching license** – any of the following is considered an acceptable license with regard to Arkansas’s highly qualified teacher provisions.
- 3.02.1** Arkansas Initial teaching license
- 3.02.2** Arkansas Standard teaching license
- 3.02.3** Arkansas Provisional teaching license held by teachers enrolled in and progressing towards successful completion of a state approved non-traditional licensure program
- 3.02.4** Arkansas Professional Teaching permit
- 3.02.5** Any Arkansas license issued for teachers who have completed all requirements except an *Arkansas History* course for Standard licensure through reciprocity.
- 3.03 ARHOUSSE (Single Subject)** - **Arkansas High Objective Uniform State Standard of Evaluation** - a survey of criteria survey used to determine whether a veteran teacher demonstrates competence in the core academic subject area(s) he or she teaches, when required in the definition of a highly qualified teacher, ~~or the Multi-Subject criteria survey used to determine level of content knowledge for teachers in Special Education, Alternative Learning Environments and/or Juvenile Detention/Residential Centers who teach multiple subjects and are pursuing Highly Qualified Teacher status in Arkansas.~~
- 3.03.1** The ARHOUSSE survey of criteria for single subject is hereby incorporated in these rules as referenced in the attached Appendix A

3.04 ARHOUSSE (Multi-Subject) - criteria survey used to determine level of content knowledge for teachers in Special Education, Alternative Learning Environments and/or Juvenile Detention/Residential Centers who teach multiple subjects and are pursuing Highly Qualified Teacher status in Arkansas.

3.04.1 The Middle Childhood Multi-Subject ARHOUSSE criteria survey is hereby incorporated in these rules as referenced in the attached Appendix B.

3.04.2 The Secondary Grades Multi-Subject ARHOUSSE criteria survey is hereby incorporated in these rules as referenced in the attached Appendix C.

3.05 Core Academic Subject Areas - English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, ~~Arts~~ Music, and Art.

3.06 Early Childhood (Elementary) grade levels – grade K through grade 6.

3.07 Highly Qualified Teacher (HQT) – a teacher who holds at least a Bachelor’s Degree, holds an appropriate state teaching license ~~full state licensure (AR Initial, AR Standard, AR NTLP Provisional, or any license issued for teachers who have completed all requirements except Arkansas History for Standard Licensure through reciprocity)~~, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. When used with respect to a new or veteran Arkansas public early childhood, middle childhood or secondary school teacher HQT means as follows:

3.07.1 For New Teachers (teachers new to the profession)

3.07.1.1 A highly qualified **new early childhood** teacher is a teacher who possesses or exhibits each of the following:

3.07.1.1.1 Have at least a Bachelor’s Degree,

3.07.1.1.2 Hold an appropriate state teaching license, ~~Initial or Standard Arkansas teaching license, or be enrolled in, and progressing towards successful completion of the Non-Traditional Licensure Program for early childhood, or have completed all requirements except Arkansas History for Standard Licensure through reciprocity~~

3.07.1.1.3 Demonstrate subject area competence by having passed the current Arkansas Early Childhood licensure test or Educational Testing Service (ETS) Early Childhood: Content Knowledge (Praxis II #022) or Education of Young Children Assessment (Praxis II # 021) or Praxis II #011 Elementary Education: Curriculum, Instruction and Assessment, or Praxis II #012 Elementary Education: Content Area Exercises, or Praxis II #014 Elementary Education: Content Knowledge, or Praxis II #016 Elementary Education: Curriculum, Instruction and Assessment K-5, or Praxis II #020 Early Childhood Education, or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license.

3.07.1.2 A highly qualified **new middle childhood or secondary** teacher is a teacher who possesses or exhibits each of the following:

3.07.1.2.1 Have at least a Bachelor’s Degree,

3.07.1.2.2 Hold an appropriate state teaching license, ~~Initial or Standard Arkansas teaching license~~, or be enrolled in, and progressing towards successful completion of the ~~Non-Traditional Licensure Program for middle childhood or secondary~~, or have completed all requirements except Arkansas History for Standard Licensure through reciprocity.

3.07.1.2.3 Demonstrate subject area competence by:

3.07.1.2.3.1 passing the state licensure ETS Praxis II content assessment(s) in the area the teacher teaches or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license, or

3.07.1.2.3.2 having an undergraduate major in the area the teacher teaches, or

3.07.1.2.3.3 having coursework equivalent to an undergraduate major (24 hours) in the area the teacher teaches, or

3.07.1.2.3.4 having a graduate degree in the area the teacher teaches, or

3.07.1.2.3.5 having National Board Certification in the area the teacher teaches.

3.07.2 For Veteran Teachers (teachers not new to the profession)

3.07.2.1 A highly qualified **veteran early childhood** teacher is a teacher who possesses or exhibits each of the following:

3.07.2.1.1 Have at least a Bachelor's Degree,

3.07.2.1.2 Hold an appropriate state teaching license, ~~Initial or Standard Arkansas teaching license~~ or have completed all requirements except Arkansas History for Standard Licensure through reciprocity,

3.07.2.1.3 Demonstrate subject area competency by:

3.07.2.1.3.1 having passed the current Arkansas Early Childhood licensure test or Educational Testing Service (ETS) Early Childhood: Content Knowledge (Praxis II #022) or Education of Young Children Assessment (Praxis II #021) or Praxis II #011 Elementary Education: Curriculum, Instruction and Assessment, or Praxis II #012 Elementary Education: Content Area Exercises, or Praxis II #014 Elementary Education: Content Knowledge, or Praxis II #016 Elementary Education: Curriculum, Instruction and Assessment K-5, or Praxis II #020 Early Childhood Education, or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license, or

3.07.2.1.3.2 accumulating at least 100 points on ARHOUSSE.

3.07.2.2 A highly qualified **veteran middle childhood or secondary** teacher is a teacher who possesses or exhibits each of the following:

3.07.2.2.1 Have at least a Bachelor's Degree,

3.07.2.2.2 Hold an Initial or Standard Arkansas teaching license or have completed all requirements except Arkansas History for Standard Licensure through reciprocity,

3.07.2.2.3 Demonstrate subject area competence by:

3.07.2.2.3.1 passing the state licensure ETS Praxis II content assessment(s) in the area the teacher teaches, or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license, or

3.07.2.2.3.2 having an undergraduate major in the area the teacher teaches or

3.07.2.2.3.3 having coursework equivalent to an undergraduate major (24 credit hours) in the area the teacher teaches or

3.07.2.2.3.4 having a graduate degree in the area the teacher teaches, or

3.07.2.2.3.5 having National Board Certification in the area the teacher teaches, or

3.07.2.2.3.6 accumulating at least 100 points on ARHOUSSE.

3.07.3 The requirement of holding an appropriate state teaching license (as per section 3.06) is waived in the case for teachers of charter schools that have been granted a waiver of licensure requirements by the Arkansas State Board of Education.

3.08 Highly Qualified Teacher, Multi-Subject - a teacher in Special Education, Alternative Learning Environments and/or Juvenile Detention/Residential Centers who teaches multiple subjects may establish Highly Qualified status as a generalist by demonstrating content knowledge in each of the areas he or she teaches (using the Multi-Subject ARHOUSSE criteria survey) in addition to meeting the license and degree requirements for HQT in Arkansas.

3.08.1 These teachers in middle childhood grades may use the Multi-Subject Highly Qualified Teacher Designation Form for Middle Childhood grades, hereby incorporated in these rules as referenced in the attached Appendix B

3.08.2 These teachers in secondary grades may use Multi-Subject Highly Qualified Teacher Designation Form for Secondary grades, hereby incorporated in these rules as referenced in the attached Appendix C.

3.09 Middle Childhood grade levels – grades 4 through 8.

3.10 New Teacher (a teacher new to the profession) – a licensed teacher employed by an Arkansas public school after the beginning of the 2002-2003 school year, who was not previously employed as a licensed teacher in any public or private school.

3.11 Non-traditional licensure programs – the instructional licensure program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas school via a Non-Traditional Provisional license, or other such programs approved by the Department of Education. Participants are engaged with

intensive supervision and mentoring while receiving high-quality, sustained, intensive classroom-focused professional development.

3.12 Professional Teaching Permit (PTP) – teaching credential that allows working professionals who are extremely well-qualified, and participate in PTP training, to be employed as teacher-of-record for a secondary content area class in their area of expertise.

3.13 Secondary grades levels – grades 7 through 12.

3.14 Title I District, School or Program – A district, school or program that receives funds under Title I, Part A of the No Child Left Behind Act of 2001.

3.15 Veteran Teacher (a teacher not new to the profession) – a licensed teacher who was previously employed as a licensed teacher in any public or private school before the beginning of the 2002-2003 school year.

4.0 HIGHLY QUALIFIED REQUIREMENTS

4.01 ~~By the end of the '05-'06 school year, all teachers teaching in core academic subject area(s) must be highly qualified as defined in these rules. In addition, all~~ All newly hired teachers who teach in core academic subject area(s) in Title I schools or programs must be highly qualified on the date of hire.

4.02 ~~By the end of the '05-'06 school year, all~~ All classes in the core academic subject areas shall be taught by a highly qualified teacher as defined in these rules.

4.03 ~~By the end of the '05-'06 school year all early childhood classes shall be taught by a highly qualified early childhood teacher as defined in these rules.~~

4.04 ~~By the end of the '05-'06 school year all middle childhood classes in the core academic subject areas shall be taught by a highly qualified middle childhood teacher as defined in these rules.~~

4.05 ~~By the end of the '05-'06 school year all secondary classes in the core academic subject areas shall be taught by a highly qualified secondary teacher as defined in these rules.~~

5.0 HIGHLY QUALIFIED REPORTING

5.01 By October 15 of each school year all public charter schools and school districts shall report in their Cycle 2 report the number and percentage of classes in the core academic subject areas being taught by teachers meeting the definition of a highly qualified teacher as defined in this rule, and required by the Arkansas Department of Education (ADE).

5.02 The ADE shall review the data required in 5.01. To the extent a school district has not met the requirements of these rules, the ADE will take appropriate action to work with that district as required under the Act (NCLB).

5.03 Schools and districts shall give notice to parents and care givers regarding teacher quality and highly qualified teachers as required by the Act **(NCLB)**.

MARKUP

Appendix A
Arkansas Department of Education
Highly Qualified Teacher Designation Form (SINGLE SUBJECT)

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area. This form may be used by any Arkansas teacher for whichever HQT status is being sought.

Teacher Name _____ Date _____

School _____ School District _____

Choose level of HQT status being sought.

- Early Childhood/Elementary-K-6
- Middle Childhood/Grades 4-8
- Secondary/Grades 7-12

If applicable choose the subject area.

- English
- Reading or Language Arts
- Mathematics
- Science: (Specify subject _____)
- Art
- Social Studies: (Specify subject _____)
- Music
- Foreign Language: (Specify language _____)

1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree _____ Date Awarded _____ Institution _____

2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

- INITIAL NTLP PROVISIONAL PROFESSIONAL TEACHING PERMIT
- STANDARD RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area _____ Level _____ Expiration date: _____

3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Check A or B or C, and provide the appropriate information and documentation.)

3.A. I passed the Praxis Content Knowledge assessment, or licensure content test in other state.

Assessment _____ Passing Score _____ Date taken _____

OR

3.B. I am a Middle School or Secondary teacher and I have a major, or coursework equivalent to a major (24 credit hours), or graduate degree, or National Board Certification in the area. (Explain)

OR

3.C. I am a Veteran teacher and I have accumulated ≥ 100 points in this area on the ARHOUSSE criteria survey. Score = _____
 (Attach a copy of the ARHOUSSE form.)

4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes _____ No _____

If you do not meet all three criteria (1, 2, & 3 above) you cannot be designated as highly qualified in this area at this time. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.

Teacher's signature _____

Date _____

School District Administrator's name _____

School District Administrator's signature _____

Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

MARKUP

ARHOUSSE - Arkansas High Objective Uniform State Standard of Evaluation

To demonstrate subject area content knowledge a teacher must accumulate at least 100 points in the selected area. **This may be done by any teacher for whichever HQT status is being sought.**

Teacher Name _____

Date _____

School _____

School District _____

NOTE: CONTENT KNOWLEDGE ONLY

Choose level of HQT status being sought. If applicable choose the content area.

Early Childhood/Elementary, K-6

Middle Childhood, Grades 4-8

Secondary, Grades 7-12

English

Reading or Language Arts

Mathematics

Science: (Specify subject _____)

Art

Social Studies: (Specify subject _____)

Music

Foreign Language: (Specify language _____)

The following evidence must be in the **content area indicated above.**

Points

National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe)	50 points	
NBPTS Certification for this content area (including Elementary)	100 pts	
Content test taken for licensure in another state (describe)	100 pts	
Years of teaching experience in this subject area within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
Content-based Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____ _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____ _____	# of years served _____ 10 pts per year (30 pts max)	
Documented Committee service in local (LEA) curriculum development in this content area in the last five years Describe: _____ _____ _____	# of activities _____ 5 pts per activity (25 pts max)	
Documented Committee service in state or national curriculum development in this content area in the last five years Describe: _____ _____	# of activities _____ 10 pts per activity (30 pts max)	

AR HOUSSE p. 2

Textbook adoption committee service in this content area over the last five years Describe: _____ _____ _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____ _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____ _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended in this content area in the last five years Describe: _____ _____ _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor in this content area	# of years served _____ 10 pts per year (30 pts max)	
Participation in Arkansas Leadership Academy Individual or Team Institute	20 pts per academy	
Participation in ELLA Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, etc Curriculum Training – Year Long (describe) _____ _____ _____	1 point per hour up to 20 points per year	
	Total	

Teacher's signature

Date

School District Administrator

School District Administrator's signature

Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

MARKUP

Appendix B
Arkansas Department of Education
Highly Qualified Teacher Designation Form (MULTI-SUBJECT, for Middle Childhood grades)

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HOUSSSE form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments, Juvenile Detention/Residential Centers, or Special Education, who teach two or more subjects and seek Highly Qualified Teacher status as a Multi-Subject HQT.

Teacher Name _____ Date _____

School _____ School District _____

Choose level of HQT status being sought.

Middle Childhood/Grades 4-8

Secondary/Grades 7-12

Indicate Instructional Class

- Alternative Learning Environment
- Special Education
- JDC, Residential

Choose the content areas.

- English
- Reading or Language Arts
- Mathematics
- Science: (Specify subject _____)
- Art
- Social Studies: (Specify subject _____)
- Music
- Foreign Language: (Specify language _____)

1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree _____ Date Awarded _____ Institution _____

2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

- INITIAL NTLP PROVISIONAL NTL PROFESSIONAL TEACHING PERMIT
- STANDARD RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area _____ Level _____ Expiration date: _____

3) DEMONSTRATION OF CONTENT KNOWLEDGE AS A MULTI-SUBJECT TEACHER? (Check A or B, and provide the appropriate information and documentation.)

3.A. I passed the Praxis II: Middle School Content Knowledge (#20146) assessment, or Multi-Subject licensure content test in other state.

Assessment _____ Passing Score _____ Date taken _____

OR

3.B. I am a Veteran teacher and I have accumulated ≥ 100 points on the Multi-Subject ARHOUSSE criteria survey with a minimum of 50 points in each content area. (Attach a copy of the Multi-Subject ARHOUSSE form.)

4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes _____ No _____

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified **in these areas at this time. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.**

Teacher's signature _____

Date _____

School District Administrator's name _____

School District Administrator's signature _____

Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

**Multi-Subject Arkansas' High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)
for Middle Childhood grades**

To establish Highly Qualified status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 50 points is required per content area taught.

Teacher Name _____

Date _____

School _____

School District _____

<p>Indicate level of HQT status being sought.</p> <p><input type="radio"/> Middle Childhood/Grades 4-8</p> <p><input checked="" type="radio"/> Secondary/Grades 7-12</p>	<p>Indicate the content areas to be considered for this HQT designation.</p> <p><input type="radio"/> English <input type="radio"/> Reading / Language Arts</p> <p><input type="radio"/> Math <input type="radio"/> Science: (subject _____)</p> <p><input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____)</p> <p><input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)</p>
<p>Indicate Instructional Class</p> <p><input type="radio"/> Alternative Learning Environment</p> <p><input type="radio"/> Special Education</p> <p><input type="radio"/> JDC, Residential, Other</p>	

The following would demonstrate content knowledge for Multi-Subject HQT criteria in full.

Points

Praxis II: Middle School Content Knowledge (#20146)	100 points	
Multi-Subject content test taken for licensure in another state (describe)	100 points	

To demonstrate content knowledge by individual subject, the following evidence must be in the content areas indicated above.

A teacher must accumulate a minimum of 50 points in each core content subject area that they are teaching.

<p>Content Area 1: _____</p> <p>College/University Coursework in the content area(s): List coursework</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p># credit hours: X 3 points</p>	
<p>NBTS Certification for this content area</p>	<p>100 points</p>	
<p>Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from HOUSSE form:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max</p>	
<p>Teaching Experience in this content area: Describe:</p> <p>_____</p> <p>_____</p>	<p>10 pts per yr 25 points maximum</p>	

<hr/> <hr/> <hr/> <hr/>	<p>AREA 1 Total Points: _____</p> <p>Must be a minimum of 50 points</p>
-------------------------	--

<p>Content Area 2: _____</p> <p>College/University Coursework in the content area(s): List coursework</p> <hr/> <hr/>	<p># credit hours: X 3 points</p>	
<p>NBTS Certification for this content area</p>	<p>100 points</p>	
<p>Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from HOUSSE form:</p> <hr/> <hr/>	<p>Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max</p>	
<p>Teaching Experience in this content area: Describe:</p> <hr/> <hr/>	<p>10 pts per yr 25 points maximum</p>	
		<p>AREA 2 Total Points: _____</p> <p>Must be a minimum of 50 points</p>

<p>Content Area 3: _____</p> <p>College/University Coursework in the content area(s): List coursework</p> <hr/> <hr/>	<p># credit hours: X 3 points</p>	
<p>NBTS Certification for this content area</p>	<p>100 points</p>	
<p>Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from HOUSSE form:</p> <hr/> <hr/>	<p>Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max</p>	
<p>Teaching Experience in this content area: Describe:</p> <hr/> <hr/>	<p>10 pts per yr 25 points maximum</p>	
		<p>AREA 3 Total Points: _____</p> <p>Must be a minimum of 50 points</p>

Duplicate form as needed to add additional content areas.

Teacher's signature _____

Date _____

School District Administrator's name

Date

School District Administrator's signature

Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

MARKUP

Appendix C
Arkansas Department of Education
Highly Qualified Teacher Designation Form (MULTI-SUBJECT, for Secondary grades)

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HOUSSSE form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments, Juvenile Detention/Residential Centers, or Special Education, who teach two or more subjects and seek Highly Qualified Teacher status as a Multi-Subject HQT.

Teacher Name _____ Date _____
 School _____ School District _____

Choose level of HQT status being sought.

Secondary/Grades 7-12

Indicate Instructional Class

- Alternative Learning Environment
- Special Education
- JDC, Residential

Choose the content areas.

- English
- Reading or Language Arts
- Mathematics
- Science: (Specify subject _____)
- Art
- Social Studies: (Specify subject _____)
- Music
- Foreign Language: (Specify language _____)

1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree _____ Date Awarded _____ Institution _____

2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

- INITIAL NTLP PROVISIONAL NTL PROFESSIONAL TEACHING PERMIT
- STANDARD RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area _____ Level _____ Expiration date: _____

3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Provide the appropriate information and documentation.)

- I am an Alternative Learning Environment teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.
- I am a Special Education teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.

4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes _____ No _____

If you do not meet all three criteria (1, 2, & 3 above) you cannot be designated as highly qualified in this area at this time. IN CONJUNCTION WITH YOUR SCHOOL/DISTRICT ADMINISTRATOR YOU ARE TO DEVELOP, MAINTAIN AND ADHERE TO A WRITTEN PLAN FOR BECOMING HIGHLY QUALIFIED IN THESE AREAS BY THE END OF THIS SCHOOL YEAR.

Teacher's signature _____ Date _____

School or District Administrator's name _____

School or District Administrator's signature _____ Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

**Multi-Subject Arkansas High Objective Uniform State Standard of Evaluation (MS-ARHOUSE)
for Secondary grades**

To establish Highly Qualified status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSE a minimum of 100 points is required per content area taught.

Teacher Name _____

Date _____

School _____

School District _____

Indicate level of HQT status being sought.	Indicate the content areas to be considered for this HQT designation.
<input type="radio"/> Secondary/Grades 7-12	<input type="radio"/> English <input type="radio"/> Reading / Language Arts <input type="radio"/> Math <input type="radio"/> Science: (subject _____) <input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____) <input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)
Indicate Instructional Class	
<input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education <input type="radio"/> JDC, Residential, Other	

**NOTE: CONTENT KNOWLEDGE ONLY
USE MULTIPLE SHEETS AS NECESSARY**

Subject (from page 1) _____

The following evidence must be in the **content area indicated above.**

	Points
Praxis II Middle School: Content Knowledge test (#0146) if the subject area above is Math, Science, English or Social Studies	25 points
National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe.) CLEP Exams in content area	50 points
NBPTS Certification in this content area	100 pts
Content test in this area taken for licensure in another state. (Describe)	100 pts
Years of teaching experience in this subject area within the last ten years (10 pts/year)	# of years _____ (50 pts max)
Content-based Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)

The following, if used, must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____	# credit hours _____ 3 pts per credit hour
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____	# of years served _____ 10 pts per year (30 pts max)
Documented Committee service in local (LEA) or Education Service Co-operatives curriculum development in this content area in the last five years Describe: _____ _____	# of activities _____ 5 pts per activity (25 pts max)

<p><u>Documented Committee service in state or national curriculum development in this content area in the last five years</u> Describe: _____ _____</p>	<p><u># of activities</u> <u>10 pts per activity</u> <u>(30 pts max)</u></p>	
<p><u>Textbook adoption committee service in this content area over the last five years</u> Describe: _____ _____</p>	<p><u># of committees</u> <u>15 pts per committee</u> <u>(30 pts max)</u></p>	
<p><u>Papers published in refereed journals in this content area in the last five years</u> Describe: _____ _____</p>	<p><u># of papers</u> <u>10 pts per paper</u> <u>(30 pts max)</u></p>	
<p><u>Presentations made at content-area or specialty-area association conferences in the last five years</u> Describe: _____ _____</p>	<p><u># of pres'ns</u> <u>10 pts per pres'n</u> <u>(30 pts max)</u></p>	
<p><u>Conferences attended on line or teleconferences, webcast professional development, CIV workshops, project based authentic learning lessons developed in this content area in the last five years</u> Describe: _____ _____</p>	<p><u># of conferences</u> <u>5 pts per conference</u> <u>(15 pts max)</u></p>	
<p><u>Service as a Pathwise Mentor or Subject Area Mentor Participant, Peer review of content specific experience in this content area.</u> _____</p>	<p><u># yrs served</u> <u>10 pts per year</u> <u>(30 pts max)</u></p>	
<p><u>Participation in a content-specific Arkansas Leadership Academy Individual or Team Institute, or other content specific experience training, etc.</u> _____</p>	<p><u>20 pts per academy</u></p>	
<p><u>Participation in SIM, etc. Curriculum Training – Year Long</u></p>	<p><u>20 pts per year</u></p>	
<p><u>Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long, Participation in Core Content Competency Based Assessment Circles, Formative Assessment Training and application throughout the year in content area, etc.</u> _____</p>	<p><u>20 pts per year</u></p>	
<p><u>Participation in Effective Literacy, Literacy Lab, Reading First, IDEAs Portal, Web Quest, Teacher-2-Teacher Initiatives, Academic Academies, etc. curriculum training – Year Long (Describe.)</u> _____</p>	<p><u>1 point per hour</u> <u>up to 20 points per</u> <u>year</u></p>	
	Total	

Sec. MS-HOUSSE page 2 of 2

Teacher's signature Date

School District Administrator's name Date

School District Administrator's signature Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INITIAL, STANDARD/PROFESSIONAL AND
PROVISIONAL TEACHER LICENSURE
July 2007**

1.0 REGULATORY AUTHORITY

- 1.01** These shall be known as the Arkansas Department of Education Rules Governing Initial, Standard/Professional and Provisional Teacher Licensure.
- 1.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 (~~Rep. 1999~~), and § 25-15-204 (~~Supp. 1999~~) and Act 1173 of 2009.

2.0 PURPOSE

- 2.01** The purpose of these rules is to establish the requirements and procedures for obtaining an Initial, Standard/Professional or Provisional Teaching License.

3.0 DEFINITIONS

For the purpose of these Rules the following definitions shall apply.

- 3.01 Area of Licensure** - a particular content field as identified in Appendix A, Areas and Levels of Licensure.
- 3.02 Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative, or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. It concludes with successful completion of the state-mandated performance assessment. Induction shall not be less than one year and no more than three years
- 3.03 Initial Teaching License** - a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.04 Level of Licensure** - the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 3.05 Mentor** - a licensed master teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management, and professional behaviors.

- 3.06 Mentoring** - the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency, and professional development.
- 3.07 Non-Traditional Licensure Program** - the teacher training program approved and administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree and are allowed to teach in an Arkansas school via a Non-Traditional Provisional license.
- 3.08 Novice Teacher** - any licensed teacher-of-record with less than one year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.
- 3.09 Performance Assessment** - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.
- 3.09.1 Successful completion of the performance assessment is defined as meeting the state-adopted cut-score.
- 3.10 Program of Study** - a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.
- 3.11 Provisional Teaching License** - A temporary teaching license available to candidates who have not met all requirements for the Initial or Standard/Professional Arkansas teaching license.
- 3.12 Standard Non-Instructional Student Services License** - a five-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
- 3.13 Standard Teaching License** - a five-year renewable license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.14 Teacher-of-Record** - an instructional teacher employed under contract (in a licensed staff position) by a school district or other Arkansas agency or organization requiring an Arkansas teaching license.
- 3.15 Content/Standard Teaching Area** refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education

and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.

- 3.16 **Professional License-** A standard Arkansas teaching license, that is issued upon request of a teacher who has documented the completion of a Master’s Degree and three years of teaching experience or who has documented current National Board Certification.
- 3.17 **Central Registry-** The Child Maltreatment Central Registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigations determination of child maltreatment.
- 3.18 **Traditional P-12 Setting-** Employment in a public or private school between P-12 grade levels (or) as otherwise defined by the Arkansas Department of Education.

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL TEACHING LICENSE

- 4.01 There are five routes for obtaining an Initial Arkansas teaching license.
 - 4.01.1 Completion of a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program,
OR
 - 4.01.2 Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.
OR
 - 4.01.3 Completion of the Arkansas Department of Education Approved Non-Traditional Licensure Program,
OR
 - 4.01.4 By Reciprocity
OR
 - 4.01.5 Conversion of a Provisional license
- 4.02 An Initial Arkansas teaching license shall be issued when the following has been submitted to the office of Professional Licensure:
 - 4.02.1 A completed application for Initial licensure.
 - 4.02.2 An official score report reflecting current passing scores, as approved by the State Board of Education, on all state required assessments for Initial licensure (the basic skills assessment [all parts], the state required content

area assessment(s) for the specific licensure area(s) sought, and the state required pedagogical assessment).

4.02.3 Documentation that the candidate has successfully completed the required background checks by the Arkansas State Police and Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.

4.02.4 Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.5 Documentation reflecting completion of a teacher preparation program. This shall be:

4.02.5.1 Official transcripts reflecting a Bachelor=s Degree (or Master=s Degree when required) from:

4.02.5.1.1 A regionally accredited and NCATE approved, Arkansas college/university teacher preparation program

OR

4.02.5.1.2 Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

OR

4.02.5.1.3 Verification from the Arkansas Non-Traditional Licensure Program.

4.03 The Initial Arkansas Teaching License application must be signed and verified by the Licensure Officer from the Arkansas college or university where the approved teacher preparation program was completed, or by the designated representative of the Non-Traditional Teacher Licensure Program.

4.04 The Initial Arkansas teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education (Appendix A, Areas and Levels of Licensure).

4.05 Candidates may obtain concurrent licensure in more than one licensure/endorsement area.

- 4.06 Candidates seeking Initial licensure in Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12), shall complete a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 4.07 Candidates seeking Initial licensure in Special Education must complete concurrent licensure in a general education area at the same level as the Special Education license.
 - 4.07.1 If the Special Education level is 4-12, the individual shall have a choice of concurrent licensure in a general education area at the 4-8 or 7-12 levels.
- 4.08 **Candidates** who completed an Arkansas teacher preparation program but never received a Standard teaching license (when it has been **longer than five years** since program completion) shall meet current requirements for an Initial license.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL TEACHING LICENSE

- 5.01 The Initial Arkansas teaching license:
 - 5.01.1 is valid for no less than one and no more than three years;
 - 5.01.2 expires three years from the effective date, unless requirements for a Standard teaching license are met; and
 - 5.01.3 requires that all Novice Teachers participate in Induction.
- 5.02 Additional areas and levels of licensure may be added to the Initial Arkansas teaching license.
- 5.03 The beginning and expiration dates of an Initial teaching license shall not change upon adding additional licensure areas or advanced degrees.
- 5.04 The grade level and license/teaching area are reflected on the Initial Arkansas Teaching license.
- 5.05 The degree a teaching license is based upon shall be reflected on the Initial Arkansas Teaching license.
- 5.06 Advanced degrees shall not be reflected on the Initial teaching license unless that degree is designated on the official transcript as an education degree or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation, or be state approved.

5.07 Teachers who hold an Initial Arkansas teaching license shall complete induction while teaching primarily in the general education area of licensure.

5.07.1 Upon successful completion of induction, the candidate shall be awarded a standard license for all general education and endorsement areas reflected on the initial teaching license.

5.08 Candidates receiving Initial, concurrent licensure in a general education area and the endorsement area of coaching shall complete Induction in the general education area. Coaching shall not be the primary area of teaching during induction.

5.09 The Initial Arkansas teaching license shall become effective upon date of issue. The Initial Arkansas teaching license shall expire three years from the effective date as reflected on the Initial teaching license.

5.10 Teachers holding an Initial Arkansas teaching license, who have not been employed as teacher-of-record for up to three years (and have therefore not successfully completed Induction), may re-apply for the three-year Initial Arkansas teaching license through the Office of Professional Licensure.

5.11 A teacher shall have three years while employed as teacher of record to successfully complete Induction (mentoring and Praxis III - performance assessment) and convert the three-year Initial Arkansas teaching license to the Standard/Professional five-year teaching license.

5.12 Teachers that were employed for three years as teacher of record while holding an Initial Arkansas teaching license and did not successfully complete Induction shall be eligible for a one-time, non-renewable, One-Semester Permit upon meeting the following requirements:

5.12.1 The teacher shall submit an application for the One-Semester Permit.

5.12.1.1 The Initial Arkansas teaching license shall not have been expired longer than two years at the time of application.

5.12.1.2 The teacher shall provide verification of having been employed as the teacher of record for three years.

5.12.1.3 The application shall not be processed when received later than the registration deadline for the state mandated performance assessment for either the Fall or Spring Semester.

5.12.1.4 The teacher shall be employed as teacher of record.

5.12.1.5 The teacher shall pay the current fee that covers the cost of the state mandated performance assessment.

5.13 Teachers employed under the One-Semester Permit shall not be deemed Highly Qualified for the semester employed.

5.14 The One-Semester Permit shall be effective for only the Fall or Spring semester of the school year issued.

5.15 The Standard/Professional teaching license shall be issued to the holder of the One-Semester Permit upon verification by the Arkansas Department of Education that the Induction requirements have been completed.

5.16 The Initial Arkansas teaching license shall not be issued for the Non-Instructional Student Services and Professional & Technical areas.

5.17 Beginning May 1, 2007, all teachers licensing in P.E./Wellness/Leisure shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).

5.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.

5.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.

6.0 REQUIREMENTS FOR OBTAINING A STANDARD TEACHING LICENSE

6.01 Requirements for a Standard teaching license are:

6.01.1 Transcripts reflecting the completion of a Bachelor=s Degree (Master=s Degree when required) from a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program.

OR

6.01.1.1 Transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required) from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

6.01.2 Passing the required basic skills assessment (all parts),

- 6.01.3** Passing the required content area assessment(s) for the specific licensure area and level sought,
 - 6.01.4** Passing the required pedagogical assessment(s),
 - 6.01.5** Successful completion of Induction (mentoring and performance assessment), and
 - 6.01.6** Successful completion of background checks performed by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
- 6.02** Candidates for a Standard/Professional teaching license in the areas of Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12) must have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 6.03** Candidates for a Standard/Professional teaching license in the Non-Instructional Student Service areas of Speech Language Pathologist shall complete the following requirements:
- 6.03.1** Completion of a Master's Degree in Speech Pathology from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose Speech Pathology program holds national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation.
 - 6.03.2** Successful completion of the state required specialty area assessment for Speech Pathology.
 - 6.03.3** Successfully clearing the required State Police and FBI background checks.
 - 6.03.4** Candidates for licensure in Speech Pathology shall not be eligible for a provisional teaching license.
- 6.04** Candidates for a Standard teaching licensed in the Non-Instructional Student Services Area of School Psychology Specialist shall meet the following requirements:
- 6.04.1** Completion of an advanced degree in School Psychology or completion of an advanced degree in counseling with a graduate level program of study in School Psychology from a college/university holding regional /national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.2 The School Psychology program shall hold national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.3 Successful completion of the state required specialty area assessment.

6.04.4 Successfully clearing the required State Police and FBI background checks.

6.04.5 Candidates for licensure as a School Psychology Specialist shall not be eligible for a provisional teaching license.

6.05 A content/standard teaching area may be added to the Speech Pathology or School Psychology specialist teaching license by meeting the following requirements.

6.05.1 Completion of a program of study to include an internship in the teaching area.

6.05.2 Successful completion of the required basic skills assessments, the required specialty area assessment(s) & the required pedagogical assessment at the appropriate level of licensure.

7.0 GENERAL POLICIES AND PROCEDURES RELATING TO A STANDARD/PROFESSIONAL TEACHING LICENSE

7.01 The standard/professional teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education.

7.02 The standard/professional teaching license shall be a renewable teaching license, valid for a period of five years.

7.03 The standard/professional teaching license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

7.04 The standard/professional teaching license will reflect all general education and endorsement areas reflected on the Initial teaching license.

7.05 Additional areas and levels of licensure may be added to the Standard/Professional teaching license.

7.06 The beginning and expiration dates of a Standard/Professional teaching license shall not change upon adding licensure areas or advanced degrees.

7.07 The degree a teaching license is based upon shall be reflected on the Standard/Professional teaching license.

7.08 Advanced degrees shall not be reflected on the Standard/Professional teaching license unless that degree is designated on the official transcript as an education degree, or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation or be state approved.

7.09 Teachers licensing by reciprocity with less than one-year of teaching experience who hold a Standard/Professional teaching license shall participate in the Mentoring component of Induction in their first year as the teacher-of-record.

7.09.1 The performance assessment is not required of these individuals.

8.0 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE

8.01 A one-year (**1084**) non-renewable provisional teaching license shall be available for graduates of an Arkansas teacher preparation program who have not completed the following requirements:

8.01.1 All required subject-specific and pedagogical Assessments, and/or

8.01.2 A three-credit-hour Arkansas History course when required.

8.02 A one-year (**1084**) non-renewable provisional teaching license shall be issued upon providing the following documentation.

8.02.1 A completed application reflecting completion of an approved teacher preparation program from an Arkansas college or university;

8.02.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required);

8.02.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation);

8.02.4 Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services.

8.02.5 Score report reflecting successful completion of the state required basic skills assessment (all parts); and

- 8.02.6 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

9.0 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL TEACHING LICENSE

- 9.01 The one-year (1084) non-renewable provisional teaching license shall be converted to the three-year Initial teaching license when the following documentation has been submitted:
 - 9.01.1 A completed application for licensure requesting conversion of the provisional license;
 - 9.01.2 Score reports reflecting successful completion of the required assessment(s), and/or
 - 9.01.3 Official transcript reflecting the successful completion of a three-credit-hour Arkansas History course when required.

10.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION

- 10.01 All **Novice Teachers** employed as teacher-of-record in an Arkansas public school or agency shall participate in Induction for no less than one year and no more than three years.
- 10.02 Induction includes mentoring, and successful completion of the state mandated performance assessment.
- 10.03 The School District Induction Assurances Form is to be submitted to the Office of Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.
- 10.04 All Arkansas public schools or agencies who employ a novice teacher as a licensed teacher-of-record shall:
 - 10.04.1 Register all novice teachers in their employ and their mentors with the Office of Teacher Quality using the Induction Pairing Form no later than September 15th of each year,
 - 10.04.2 Assign to the novice teacher a mentor teacher who is located in the same building, and who, as much as possible, has a compatible background in level of licensure, is trained and certified in the state adopted mentoring model, and has at least three (3) years of successful teaching experience. Districts shall contact the Induction Program Advisor in the Office of Teacher Quality for consideration of any exceptions to these requirements.

- 10.04.3** Assign the mentor to the novice teacher within three weeks of the novice teacher's first contract day of the school year,
- 10.04.4** Assign only one novice teacher per mentor teacher unless the mentor is given released time from other contract duties (the equivalent of one instructional period per additional novice teacher assigned to a single mentor) to accommodate the additional mentoring responsibility, as approved by the Induction Program Advisor.
- 10.04.5** Contact the Induction Program Advisor and provide information on the Induction Project Director that has been appointed by the school district no later than August 1 of each year, appoint an Induction Project Director at the school district by August 1 of each year, who will act as the liaison for the program to ADE.
 - 10.04.5.1** Project Directors are responsible for coordinating mentor assignments, oversight of mentoring funding appropriations and the district mentoring plan, approval of appropriate professional development expenditures for the novice teacher, and all written and fiscal reporting and communications to the ADE,
- 10.04.6** Release mentors, novice teachers, and/or the Induction Project Director from the district to attend any mandatory statewide orientation or informational meetings held by the ADE,
- 10.04.7** Notify the ADE, Office of Teacher Quality within 15 days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and
- 10.04.8** Submit the End-of-Year Budget Report Form, reflecting Induction expenditures, no later than June 30th each year.
- 10.05** For the teacher to be eligible for the Standard/Professional Teaching license, Induction shall be completed by the teacher within three years, while the teacher is employed as teacher of record.
- 10.06** Novice teachers become eligible to participate in the state-mandated performance assessment after a minimum of six months employed and mentored as teacher-of-record.
 - 10.06.1** To take the performance assessment candidates shall notify Office of Teacher Quality by following current standard application procedures.

10.07 All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines.

10.07.1 Implementation of the district mentoring plan shall include

10.07.1.1 Selecting mentor candidates according to the Arkansas Mentor Qualifications form; and

10.07.1.2 Providing a trained certified mentor for each novice teacher.

10.07.2 Support includes:

10.07.2.1 Providing a minimum of 2 hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together,

10.07.2.2 Assisting the novice and mentor to schedule focused observations and professional development activities, and

10.07.2.3 Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development.

10.07.3 The quality of the District Induction Program is assessed by monitoring.

10.07.3.1 A trained monitor, sent from the ADE, interviews the Project director and novice teacher-mentor pair.

10.07.3.2 The required mentoring documentation shall be collected by the district Project Director, and reviewed by the ADE monitor.

10.07.4 All mentoring documents shall be collected by the Project Director.

10.07.4.1 At the end of the school year the Professional Growth Plan and Observation forms would become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions.

10.08 Mentoring observational information shall not be utilized in any way for employment decisions unless students are at risk, either physically or emotionally.

10.09 School districts shall distribute any associated mentoring support funding within the parameters established by the Arkansas Department of Education.

10.10 Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for novice teachers and provide feedback focused on increased professional growth.

10.10.1 All observations, both formal and informal, shall be noted on forms designated by the Arkansas Department of Education.

10.11 Materials purchased by the novice with mentoring funding shall follow the novice teacher to a new teaching assignment if the novice teacher continues teaching in an Arkansas public school.

10.11.1 If the novice teacher chooses to teach in a non-public school, leave the profession of teaching, or teach out of the state of Arkansas, materials bought with state mentoring allocations shall remain in the public school district in which the novice teacher was last employed.

10.12 Performance Assessment School districts shall:

10.12.1 Provide released time for the novice teacher to participate in the performance assessment for Standard licensure.

10.12.2 Provide released time for Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.

10.12.3 Provide released time for Assessors from the district to conduct a minimum of two performance assessments per semester.

10.12.4 Not dictate when the novice teacher takes the performance assessment; and

10.12.5 Not use the performance assessment results for contract renewal or dismissal purposes.

10.12.6 Provide released time for the novice teacher to participate in the performance assessment for Standard licensure

10.13 Novice

10.13.1 A novice teacher applying for the performance assessment must teach in ~~an~~ a traditional Arkansas public or private school in grades P-12

10.13.2 Teachers in distance learning labs will follow the protocol for distance learning lab observations.

10.13.3 Novice teachers must teach a class or small group of students without any other licensed teacher present (except the Assessor)

- 10.13.4** A novice teacher may have an instructional aide (non teacher-license) present in the room if he or she is normally schedule to be present and does not contribute to class discipline.
- 10.13.5** Any novice teacher who is unsuccessful in the performance assessment will automatically be assigned a highly trained mentor and will receive mentoring with financial support for another year.
- 10.13.6** A novice teacher-may re-take the performance assessment each semester until the three year license expires.
- 10.13.7** Arkansas Department of Education Office of Teacher Quality will fund the first two attempts to pass Praxis III assessment. Any remaining attempts will be paid for by the Novice Teacher.
- 10.13.8** The novice teacher will receive copies of the assessment summary statements and the Superintendent receives the scores by domain.
- 10.13.9** If a novice whose teacher's Initial license expires prior to passing the performance assessment, the novice teacher may apply through the Office of Professional Licensure for a one semester permit.
- 10.13.10** The novice teacher-must take the performance assessment within that six month window.
- 10.13.11** The novice teacher will incur the cost of the performance assessment plus a financial penalty.
- 10.13.12** If the novice teacher is not successful at the performance assessment within the six months, the novice teacher will not be allowed another opportunity. This results in the permanent loss of licensure.
- 10.14** School districts shall release Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.
- 10.15** School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:
 - 10.15.1** Failure to register all novice teachers with the Office of Teacher Quality, and/or
 - 10.15.2** Failure to comply with established guidelines for assignment, support, and monitoring of mentor teachers and novice teachers.

10.15.3 Failure to submit all appropriate documentation.

10.16 Project Director's Stipend

10.16.1 As funds are available school district personnel who serve as Project Directors for the Induction programs will be compensated with a stipend via a sliding scale (currently not to exceed \$1,000) based on the number of novice teachers and beginning administrators in the district.

10.16.2 Stipends will be issued after there is assurance that the Project Director has completed requirements for submitting the End-of-Year Budget Report to the ADE Office of Teacher Quality.

11.00 GENERAL POLICIES PERTAINING TO ALL LICENSES

11.01 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating "duplicate") to the office of Professional Licensure.

11.01.1 A duplicate license will be issued only for a license that is current.

11.02 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered.

11.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.

11.03 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teaching License that has been issued in error.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE LIFETIME TEACHING LICENSE
September 2007

1.0 REGULATORY AUTHORITY

- 1.01** These rules shall be known as the Arkansas Department of Education Rules Governing the Lifetime Teaching License.
- 1.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann §§6-11-105, 6-17-401 et seq., ~~and 25-15-201 et seq., 6-17-2601 et seq., and Act 169 of 2007~~, Act 224 of 2009 and Act 1173 of 2009.

2.0 PURPOSE

- 2.01** The purpose of these rules is to establish the requirements and procedures for obtaining the Lifetime Teaching License from the Arkansas Department of Education.

3.0 DEFINITIONS - For the purpose of these Rules, the following definitions shall apply:

- 3.01 Educational Setting** – The employment setting where the licensed employee works, including without limitation: public school, private school, institution of higher education, education service cooperative, Department of Education, adult education setting or other agency/organization that employs licensed teachers for educational purposes.
- 3.02 Lifetime Teaching License** – A standard/Professional Arkansas teaching license that is ~~reissued~~ issued every five (5) years without the teacher having to meet the general renewal requirements of professional development and teaching experience. There is no fee for the Lifetime Teaching License.
- 3.03 Professional Development** – A coordinated set of planned, learning development activities for teachers that are based on research, are standards-based and that meet the focus areas for professional development required by the Department of Education.
- 3.04 Teaching Experience** – The experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, substitute teacher or other licensed position.
- 3.05 Professional Level Lifetime Teaching License-** A standard Arkansas teaching license that is issued without the teacher having to meet the general renewal requirements of professional development and teaching experience that is based

upon a documented Master's Degree with three years of teaching experience or National Board Certification.

- 3.06** Central Registry- The Child Maltreatment Central Registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigation determinations of child maltreatment.

4.0 ELIGIBILITY REQUIREMENTS FOR OBTAINING THE LIFETIME TEACHING LICENSE

- 4.01** Applicants for the Standard Lifetime or Professional Lifetime Teaching License shall meet the following eligibility requirements:

4.01.1 Hold a current, or expired standard Arkansas teaching license;

4.01.2 Be at least ~~over sixty five (65)~~(62) years of age; and

- 4.01.3** (a) Have worked in an educational setting while maintaining an Arkansas teaching license, or
(b) Have made significant contributions to education, educational research, or the profession of teaching through scholarly endeavors, teaching experience, excellence in teaching or educational innovation;

4.01.4 Applicants for the Professional Lifetime Teaching License shall also document a Master's Degree with three years of teaching experience or current National Board Certification.

- ~~**4.02** An applicant shall apply for the Lifetime Teaching License within twelve (12) calendar months after his or her sixty fifth birthday.~~

~~**4.02.1** Applicants for the Lifetime Teaching License who turned sixty five (65) years of age prior to the effective date of this rule and held a current, standard Arkansas teaching license at that time, have twelve (12) calendar months from the effective date of these rules to apply for the Lifetime Teaching License.~~

- 4.02** Applicants are subject to a criminal background check upon application for the Lifetime Teaching License.

4.02.1 The required background check cannot be older than one year at the time of application.

- 4.03** Applicants shall also request and clear a child maltreatment central registry check to be conducted by the Department of Human Services.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE LIFETIME TEACHING LICENSE

- 5.01** The Lifetime Teaching License shall be issued upon:

ADE 269-2

To the AR State Board of Education
For Final Approval
September 14, 2009

5.01.1 The submission of a completed application requesting the Lifetime Teaching License to the Office of Professional Licensure at the Arkansas Department of Education.

5.01.1.1 Applications for the Lifetime Teaching License shall not be submitted prior to July 1, 2008.

5.01.1.2 The Arkansas Department of Education shall promulgate and make available the ~~for~~ application form for use by applicants for the Lifetime Teaching License.

5.01.2 Meeting the eligibility requirements in Section 4.0 of these rules.

5.01.3 The application being approved by the Arkansas State Board of Education.

5.02 The Lifetime Teaching License shall reflect the applicant's licensure areas at the time of the application.

5.03 A teacher holding a Lifetime Teaching License is not required to renew ~~their~~ his or her teaching license.

~~**5.04** The Lifetime Teaching License shall be re-issued every five years as long as the license has not been suspended or revoked by the Arkansas State Board of Education.~~

5.04 A Lifetime Teaching License is subject to the same laws for revocation as any Arkansas teaching license.

5.05 A lifetime teaching license holder is not subject to the requirements for annual professional development unless employed pursuant to Subsection 6.02 of this rule.

5.06 The lifetime teaching license shall terminate upon the death or legal incapacity of the license holder.

6.0 EMPLOYMENT OF LIFETIME TEACHING LICENSE HOLDERS

6.01 A lifetime teaching license holder is eligible to serve a school district , educational services cooperative or Arkansas Department of Education (ADE) in the following capacities:

6.01.1 Substitute teacher

6.01.2 Tutor

6.01.3 Pathwise Mentor

6.01.4 Pathwise Monitor

6.01.5 Praxis III Assessor

6.01.6 Praxis III Assessor Trainer

6.01.7 Test Investigator

6.01.8 Scholastic Audit Consultant

6.01.9 Others as defined by the Department

6.02 A lifetime teaching license holder who becomes employed full-time or part-time by a school district, educational services cooperative or the Department as a licensed educator in a position for which sixty(60) hours of professional development is required annually, shall participate in the professional development programs as required by the employing school district, cooperative or Department.

6.02.1 A lifetime teaching license holder who has not taught or been employed in an educational setting for which a license is required for one (1) or more years shall be required to provide the Department verification of twenty (20) hours of relevant professional development prior to reentering the educational setting.

DRAFT

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING TEACHER
LICENSURE BY RECIPROCITY**

July 14, 2008

1.00 REGULATORY AUTHORITY

- 1.01** These rules shall be known as the Arkansas Department of Education Rules Governing Teacher Licensure by Reciprocity.
- 1.02** These regulations are enacted pursuant to the authority of the State Board of Education under Ark Code Ann. § 6-11-105, ~~and 6-17-402, and 25-15-204, Acts 733 and 1173 of 2009.~~

2.00 PURPOSE

- 2.01** These rules amend the previous Rules Governing the Certification Laws and Regulations. These rules govern provisional, initial, or standard/professional licensure through reciprocity.

3.00 DEFINITIONS- For the purpose of these Rules, the following terms shall mean:

- 3.01 Additional Licensure Plan (ALP)-** the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study requirements at an Arkansas University/College and/or assessment requirements for said position.
- 3.02 Building Level Administrator-** a principal, assistant principal or vice principal. (grade levels P-8 and/or 7-12)
- 3.03 Central Registry-** The Child Maltreatment Central Registry established within the Arkansas Department of Human Services which contains records of cases on all true investigation determinations of child maltreatment.
- 3.04 Content/Standard Teaching Area-** the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.
- 3.05 Curriculum/Program Administrator-**an individual who is responsible for program development and administration, and/or employment evaluation decisions. Each Curriculum/Program Administrator license is limited to the following areas:

- 3.05.1** Special Education (grade levels P-4 and/or 4-12, or P-12)
- 3.05.2** Gifted & Talented Education (grade levels P-8 and/or 7-12)
- 3.05.3** Career and Technical Education (grade levels 4-8, 7-12 and/or Post Secondary)
- 3.05.4** Content Area Specialist (grade levels P-8 and/or 7-12)
 - 3.05.4.1** The areas of licensure for Content Area Specialist are listed in Appendix A.
- 3.05.5** Curriculum Program Administrator (grade levels P-8, and/or 7-12)
- 3.06** **District Level Administrator-** a superintendent, assistant or associate superintendent, or deputy superintendent. (grade level P-12)
- 3.07** **Endorsement-** teaching or administrative licensure areas, which require an initial or standard teaching license, prior to the endorsement being added.
- 3.08** **Induction-**the period of time beginning with a teacher's or administrator's first employment as the teacher of record or administrator in an Arkansas public school, cooperative, or agency that requires an Arkansas Initial teaching or initial administrator license.
- 3.09** **Initial Teaching License-** a three (3)-year teaching license, issued by the State Board of Education, which allows the license holder to teach in Arkansas public schools.
- 3.10** **Level and Area of Licensure:**
 - a.) Level** of licensure - the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary).
 - b.) Area** of licensure- the particular content field, including but not limited to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.
- 3.11** **Mentoring-** the act of a certified mentor providing support and focused feedback to a novice teacher/administrator through the state-adopted mentoring model as a part of the Induction process.
- 3.12** **Novice teacher-** any licensed teacher-of-record with less than one (1) year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.

- 3.13 Performance Assessment-**an assessment tool used for evaluation of the classroom performance of a novice teacher, as part of the Induction process.
- 3.14 Professional License-** a standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who had documented current National Board Certification.
- 3.15 Program of Study** a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.
- 3.16 Provisional License by Reciprocity-** one (1) year teaching license that (may be renewable or non-renewable) allows a teacher coming from out of state or out of country to be employed as a teacher while completing all requirements necessary for the Initial or Standard/Professional teaching license. Applicants who have participated in, but not completed, an alternate route to licensure in another state are excluded from provisional licensure.
- a.) A non-renewable teaching license issued to applicants holding an out-of-state license and that have been required to test and/or take Arkansas History; or
 - b.) A non-renewable teaching license issued to applicant that have completed their degree in teacher preparation program out of state, but did not license, and that have been required to test and/or take Arkansas History; or
 - c.) A non-renewable teaching license issued to applicant out-of-country that have met the provisions of section 4.02.6 of this Rule and have been required to test and/or take Arkansas History; or
 - d.) A renewable teaching license issued to applicants from out-of-state when the teaching areas are not recognized by Arkansas, and they have been required to complete a program of study or additional coursework for Arkansas licensure. It may be renewed twice.
- 3.17 Reciprocity-** the recognition of a teaching license from another state or country based on the terms of the interstate contract agreement and Arkansas rules governing licensure by reciprocity.
- 3.18 Standard Non-Instructional License-** a five (5)-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.

- 3.19 Standard Teaching License-** a five (5)-year renewable license, issued by the State Board of Education, which allows the license holder to teach in Arkansas public schools.
- 3.20 State Board Required Assessments-** specific performance –based assessments approved by the State Board of Education.
- 3.21 Teacher-of-Record-** an instructional teacher employed under contract (in a licensed staff position) by a school district or other Arkansas agency or organization requiring an Arkansas teaching license.
- 3.22 Teaching experience-** experience earned while employed as a licensed teacher, administrator, librarian, or counselor for a public or private school, agency or organization in a pre-kindergarten through grade 12 setting.

4.00 REQUIREMENTS FOR OBTAINING INITIAL OR A STANDARD/PROFESSIONAL LICENSURE-TEACHING LICENSE BY RECIPROCITY

4.01 Eligibility

4.01.1 Applicants shall hold a valid or expired, initial or standard/professional teaching license from another state or country.

4.01.1.1 Applicants licensing in Added Endorsement Areas as identified in the Areas and Levels of Licensure shall hold or have held a “content teaching area” of licensure.

4.01.2 Any applicant that has completed a teacher preparation program from another state or country but did not license.

4.02 General Requirements

4.02.1 Teachers licensing through reciprocity with less than one year of teaching experience shall be issued an Initial / Provisional License and participate in the Induction Program (mentoring and the state mandated performance assessment

4.02.2 Any individual who holds a valid teaching license from another state, and who has not graduated from a college/university holding regional/national accreditation and/or a teacher preparation program that holds a national accreditation approved by the U.S. Department of Education, or that is a state approved preparation program, is not eligible for licensure in Arkansas.

4.02.3 Specialty area assessments required for out-of state teacher licensure may be accepted for Arkansas teacher licensure.

4.02.4 Required assessments for Arkansas licensure through reciprocity shall be waived upon providing the following documentation:

4.02.4.1 Valid out-of-state teaching license as a teacher, administrator, librarian, counselor or in other compatible licensure areas as identified in the areas and levels of licensure as adopted by the State Board of Education.

4.02.4.2 Three years of teaching experience as documented on school district, agency or organization letterhead.

OR

4.02.4.3 Score report reflecting a passing score for the Specialty Area Assessment(s) required for the out-of-state teaching license (OR) written verification from the licensing agency that the required Specialty Area Assessment(s) for licensure were successfully completed.

4.02.5 All out-of-country applicants shall have their credentials evaluated by one of the ADE approved private credential evaluation agencies located in the United States.

4.02.5.1 The private evaluation agency shall complete a course-by-course evaluation of the applicant's transcript, indicate the applicant's major area of study and document whether the applicant's degree is equivalent to one that would have been completed at an a regionally accredited institution or an institution of higher education in the United States that holds national accreditation that is approved by the U.S. Department of Education.

4.02.5.2 The private evaluation agency shall also document whether the professional preparation for teacher licensure out-of-country and the areas of teacher licensure represented by the out-of-country license are equivalent to the a teacher preparation program in the United States that holds national accreditation approved by the US Department of Education, or that is state approved.

4.02.5.3 This evaluation will determine eligibility for teacher licensure in Arkansas.

- 4.02.6** Applicants from out of state or out of country with an expired license shall take and pass the Praxis II Specialty Area Test(s) for all areas of standard/professional licensure and the Praxis II Principles of Learning and Teaching for the appropriate level of teacher licensure to be eligible for a standard/professional Arkansas teaching license. Applicants with an expired license from out-of-state or out-of-country shall be eligible for a provisional license.
- 4.02.7** Out-of-state applicants for teacher licensure whose current license was granted without a specialty area assessment or who cannot document at least three years of teaching experience shall take and pass the Praxis II Specialty Area Test for all areas of standard licensure and endorsements and the Praxis II Principles of Learning and Teaching for one of their levels of teacher licensure.
- 4.02.8** All candidates with licensure areas/endorsements from other states with reciprocity agreements through NASDTEC shall receive the Arkansas equivalent licensure area(s)/endorsements, provided all other licensure requirements have been met.
- 4.02.9** Applicants from out-of-state or out-of-country with a license in special education or a related service area(s), i.e. Visual Specialist or Hearing Specialist, seeking a standard teaching license shall initially meet the standards established for such licensure in Arkansas to receive a standard teaching license. A one year, renewable twice, provisional teaching license shall be available for those applicants not meeting the established standards for special education licensure. The applicant shall meet the standards established for special education licensure within three years of receiving a provisional license to be in keeping with the “highest standards” of the Individuals with Disabilities Education Act Amendments of 1997 pertaining to qualified personnel. The Office of Special Education will assist the Office of Professional Licensure in identifying the course of action for meeting Arkansas standards for licensure in special education or related service area(s). The provisional license shall be converted to a standard/professional license upon meeting the established standards including the required Praxis II Specialty Area Assessments for Arkansas special education licensure.
- 4.02.10** Teachers and/or administrators being licensed in Early Childhood P-4, Middle Childhood 4-8 or Secondary Social Studies, shall complete a three-hour course in Arkansas History before receiving a an initial / standard Arkansas teaching license. A one-year, non-renewable provisional teaching license shall be available for those that haven't completed the three-hour Arkansas History course.

- 4.02.11** Applicants whose standard teaching area(s) are not recognized by Arkansas shall receive the teaching area and level that most closely parallels their out-of-state or out-of-country licensure area(s).
- 4.02.12** Applicants whose endorsement(s) are not equivalent to an Arkansas endorsement area, shall take the required Praxis II Specialty Area Exam(s) for the Arkansas endorsement area(s) that most closely parallels their out-of-state or out-of-country endorsement area(s) in order to add the Arkansas endorsement area(s) to their standard teaching license. In cases where the endorsement area does not have a subject specific Praxis II Specialty Area Exam, the applicant shall complete the prescribed program of study for the endorsement area and Praxis II Exam assigned to that endorsement area.
- 4.02.13** Standard/professional teaching licenses will become effective January 1 of the year the license is issued and shall expire December 31 of the last year the license is valid. A standard/professional teaching license issued after January 1, 2002 shall be valid for five years.
- 4.02.14** Candidates who completed an out-of-state teacher preparation program but never licensed, shall meet the following requirements for their Initial Arkansas teaching license.
- 4.02.14.1** Submit an application for teacher licensure.
- 4.02.14.2** Submit documentation of having completed a teacher preparation program that holds national accreditation recognized by the U.S. Department of Education, or that is state approved.
- 4.02.14.3** Submit an official transcript(s) reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation that is approved by the U.S. Department of Education.
- 4.02.14.4** Document successful passing of the state required basic skills assessment(s), specialty area assessment(s) for each licensure/endorsement area, and pedagogical assessment for one of their levels of licensure.
- 4.02.14.5** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.

- 4.02.14.6** Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.
- 4.02.14.7** Successfully complete the three-hour, college level, Arkansas History course when required.
- 4.02.14.8** The initial teaching license shall be converted to the five-year, standard/professional Arkansas teaching license upon successful completion of Induction (mentoring and Praxis III-Performance Assessment).
- 4.02.15** Only the areas of licensure and/or endorsement listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.
- 4.02.16** Candidates from out of state that have completed a teacher education program and hold an initial or provisional teaching license shall meet the following requirements for their Arkansas three-year initial teaching license.
- 4.02.16.1** Submit an application for teacher license.
- 4.02.16.2** Submit an official transcript reflecting the completion of a teacher preparation program with a minimum of a bachelor's degree (Master's degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation recognized by the U.S. Department of Education, or that is state approved. The specific program, as well as the institution shall meet this criteria.
- 4.02.16.3** Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation that is recognized by the U.S. Department of Education .
- 4.02.16.4** Document testing that was required for the out-of-state initial teaching license. When it cannot be documented that the applicant has met the requirements of Section 4.02.4 of these Rules, the applicant shall successfully complete the state required basic skills assessments(s), specialty area assessment(s) for each

licensure/endorsement area and pedagogical assessment at one of their levels of licensure.

- 4.02.16.5** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.
- 4.02.16.6** Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.
- 4.02.16.7** Candidates shall provide a copy of their out-of-state teaching license to the Office of Professional Licensure.
- 4.02.16.8** Candidates receiving the Initial Arkansas teaching license shall complete Induction (mentoring and Praxis III-Performance Assessment).
- 4.02.16.9** Candidates shall successfully complete the three-hour, college level, Arkansas History course when required.
- 4.02.16.10** The initial teaching license shall be converted to the five-year, standard/professional Arkansas teaching license upon the successful completion of mentoring and the Praxis III – Performance Assessment.
- 4.02.17** The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.
- 4.02.18** Candidates from out of state that have completed a teacher preparation program and hold a standard teaching license shall meet the following requirements for their five-year, standard Arkansas teaching license.
 - 4.02.18.1** Submit an application for teacher licensure.
 - 4.02.18.2** Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation that is recognized by the U.S. Department of Education.

- 4.02.18.3** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.
- 4.02.18.4** Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.
- 4.02.18.5** Provide verification of three years of teaching experience or verification of having successfully passed a specialty area assessment(s) required for the out-of-state teaching license.
- 4.02.18.6** Candidates that cannot verify experience or testing shall successfully pass the state required specialty area assessment(s) for each licensure/endorsement area and pedagogical assessment at one of their levels of licensure.
- 4.02.18.7** Candidates shall provide a copy of their out-of-state teaching license.
- 4.02.18.8** Candidates shall pass the three-hour Arkansas History course when required.
- 4.02.19** Candidates from out-of –state that have completed a teacher preparation program and hold either an expired initial or expired standard teaching license, shall complete the following requirements for their initial or standard/professional teaching license.
 - 4.02.19.1** Submit an application for teacher licensure.
 - 4.02.19.2** Submit an official transcript reflecting the completion of a Bachelor’s Degree (Master’s Degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation that is recognized by the U.S. Department of Education.
 - 4.02.19.3** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.

- 4.02.19.4** Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.
- 4.02.19.5** Submit a copy of their expired out-of-state-teaching license.
- 4.02.19.6** Successfully pass the state required specialty area assessment for each licensure/ endorsement area, and the state required pedagogical assessment for one of their levels of licensure.
- 4.02.19.7** Candidates shall successfully pass a three-hour, Arkansas history course when required.
- 4.02.19.8** Candidates receiving the initial Arkansas teaching license shall complete Induction (mentoring and Praxis III-Performance Assessment).
- 4.02.19.9** The initial license shall be converted to the five-year, standard/professional Arkansas teaching license upon the successful completion of mentoring and the Praxis III-Performance.
- 4.02.19.10** Candidates holding an expired teaching license shall be eligible for a provisional teaching license.
- 4.02.20** Candidates who completed an out-of-country teacher preparation program shall meet the following requirements for their initial, Arkansas teaching license.
- 4.02.20.1** Submit an application for teacher licensure.
- 4.02.20.2** Document successful passing of the state required basic skills assessment, specialty area assessment(s) for each licensure/endorsement area, and pedagogical assessment at one of their levels of licensure.
- 4.02.20.3** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann § 6-17-410.
- 4.02.20.4** Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.

- 4.02.20.5** Meet the requirements of section 4.02.6 of these rules.
- 4.02.20.6** Successfully pass the three-hour college level Arkansas History course when required.
- 4.02.20.7** The initial teaching license shall be converted to the five-year, standard/professional Arkansas teaching license upon successful completion of Induction (Mentoring and Praxis III-Performance Assessment).
- 4.02.21** Candidates adding additional licensure/endorsement areas by reciprocity to a current Arkansas teaching license, shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement.
- 4.02.22** Candidates choosing not to transfer all licensure/endorsement areas by reciprocity when licensing initially in Arkansas, shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement if/when the candidate chooses to add those licensure/endorsement areas at a later date.
- 4.02.23** All candidates for licensure by reciprocity shall clear the required State Police and Federal Bureau of Investigation background checks regardless of previous background checks already completed.
- 4.02.24** All candidates for licensure by reciprocity shall clear a child maltreatment central registry check to be conducted by the Department of Human Services.
- 4.02.25** Effective May 1, 2007, teachers licensing in P.E./Wellness/Leisure by reciprocity, shall be given the licensure code numbers of 227 and/or 228 upon documentation of one year or more of prior coaching experience or eligibility to be employed as a coach.
- 4.02.25.1** A coaching endorsement will not be added automatically to license with these codes, but the teacher will be allowed to coach.
- 4.02.26** When prior coaching experience or eligibility to be employed as a coach cannot be documented, the new licensure code numbers for P.E./Wellness/Leisure of 235 and/or 236 shall be assigned.
- 4.02.26.1** Teachers holding the new licensure code numbers of 235 and/or 236 shall not be automatically approved to

be employed as a coach in the public schools of Arkansas.

4.02.26.2 Teachers holding the new licensure code of 235 and/or 236, employed as coaches shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12).

4.02.27 Individuals licensing as a Speech Language Pathologist shall meet the following requirements.

4.02.27.1 Document completion of a Master's Degree in Speech Language Pathology from a regionally accredited college/university.

4.02.27.2 Document successful passing of the required specialty area assessment.

4.02.27.3 Successfully clear the required State Police and FBI background checks.

4.02.27.4 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.28 Individuals licensing as a School Psychology Specialist shall meet the following requirements.

4.02.28.1 Document completion of an advanced degree in School Psychology from a regionally accredited college/university or

4.02.28.2 Document completion of a Master's Degree in Counseling/Psychology with a graduate level program of study in School Psychology from a regionally accredited college/university.

4.02.28.3 Document successful passing of the required Specialty area assessment.

4.02.28.4 Successfully clear the required State Police and FBI background checks.

4.02.28.5 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.29 The Office of Professional Licensure reserves the right to license individuals by Reciprocity that have met their state's degree/program of study requirements and testing requirement but have not fulfilled other ancillary requirements for licensure.

5.00 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE BY RECIPROCITY

5.01 A one year non-renewable provisional teaching license shall be issued to:

5.01.1 Out-of state or out-of country applicants who:

5.01.1.1 Have completed a teacher preparation but have not licensed or,

5.01.1.2 Hold a provisional, initial, or standard teaching license and,

5.01.1.3 Have been required to take Arkansas History or State-required licensure assessments.

5.02 The one-year non-renewable provisional teaching license shall be issued upon providing the following documentation, to the Office of Professional Licensure.

5.02.1 A completed licensure application form

5.02.2 Written documentation of transcript evaluation by a State approved, independent Evaluation agency located in the United States that meets the requirements of Section 4.02.6 of these rules.

5.02.3 Successfully clear the Arkansas State Police and Federal Bureau of Investigation background checks required by Ark. Code Ann. § 6-17-410.

5.02.4 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services

5.02.5 Official transcripts

5.02.6 Copy of out-of state or out-of country teaching license.

5.02.7 Proof of employment on the Verification of Provisional Licensure Eligibility Form that reflects the employing school district and hire date.

5.03 Eligibility for a one-year renewable (two times) provisional teaching license:

5.03.1 Out-of-state or out-of-country applicants who

5.03.1.1 Completed a teacher preparation program but have not licensed or,

5.03.1.2 Holds an initial, provisional, or standard teaching license and,

5.03.1.3 Holds licensure/endorsement area (s) that are not equivalent with Arkansas licensure/endorsement areas and,

5.03.2 Completion of one-third of the program of study (coursework) shall be completed before renewing the provisional license for each of the two renewals allowed.

5.03.3 Completion of the program of study (coursework and testing) is required to convert the provisional to a standard Arkansas license.

5.04 The one-year renewable (two times) provisional teaching license shall be issued upon providing the following documentation.

5.04.1 A complete licensure application form.

5.04.2 Written documentation of transcript evaluation by a state approved, independent evaluation agency located in the United States that meets the requirements of Section 4.02.6 of these rules.

5.04.3 Successfully clearing the State required, Arkansas State Police and Federal Bureau of Investigation background checks.

5.04.4 Successful clearance of a child maltreatment central registry check to be conducted by the Department of Human Services

5.04.5 Official transcripts reflecting completion of one-third of required coursework with no less than six hours per year.

5.04.6 Copy of out-of -state or out-of -country teaching license.

5.04.7 Proof of employment on the Verification of Provisional Licensure Eligibility Form that reflects the employing school district and hire date.

5.05 Applicants wishing to renew the provisional teaching license shall submit the following.

5.05.1 A completed application form

5.05.2 Proof of employment on the Verification of Provisional Licensure Eligibility that reflects the employing school district and hire date.

5.05.3 Verification of having completed the required coursework the preceding year.

5.06 A provisional teaching license shall become effective for one year from the date the teacher/administrator is hired.

5.07 A provisional license shall not be issued to any person possessing a valid Arkansas standard/initial teaching license.

6.00 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL OR STANDARD/PROFESSIONAL TEACHING LICENSE BY RECIPROCITY

6.01 The one-year non-renewable provisional teaching license shall be converted to the three-year Initial or five year Standard/Professional teaching license when the following documentation has been submitted to the Office of Professional Licensure.

6.01.1 A completed application for licensure requesting the conversion of the provisional teaching license.

6.01.2 Score reports reflecting successful completion of the state required basic skills assessment (all parts), specialty area assessment(s) and pedagogical assessment when required.

6.01.3 Official transcript(s) reflecting the successful completion of a three (3)-hour Arkansas History course when required.

6.02 The one-year renewable provisional teaching license shall be converted to the three-year initial or standard/professional five-year teaching license when the following documentation has been submitted to the Office of Professional Licensure.

- 6.02.1** A completed application for licensure requesting conversion of the provisional to the three-year initial or five-year standard/professional teaching license.
- 6.02.2** Official transcript reflecting successful completion of a three (3) hour Arkansas History course when required.
- 6.02.3** Score report reflecting successful completion of state required content assessment(s), pedagogical assessment and basic skills assessments (all parts) when required.
- 6.02.4** Official transcript and documentation of successful completion of program of study (coursework) when required.

7.00 REQUIREMENTS FOR CONVERTING AN INITIAL TEACHING LICENSE TO A STANDARD/PROFESSIONAL TEACHING LICENSE.

7.01 The three-year, initial teaching license shall be converted to the five year standard/professional teaching license upon providing the following documentation.

7.01.1 Verification of the successful completion of Induction (Mentoring and the Praxis III-Performance Assessment).

8.00 REQUIREMENTS FOR OBTAINING AN INITIAL BUILDING LEVEL OR CURRICULUM PROGRAM ADMINISTRATOR LICENSE BY RECIPROCITY

8.01 ELIGIBILITY

8.01.1 The applicant shall hold or have previously held a standard “teaching area” of licensure in another state or country.

8.01.2 The applicant shall hold a valid Initial Administrator license or its equivalent in another state or country.

8.01.2.1 There are two Initial Administrator licenses.

8.01.2.1.1 Building Level Administrator,

AND

8.01.2.1.2 Curriculum Program Administrator

8.01.3 Applicants shall have completed a graduate degree from a college/university holding regional/national accreditation recognized by the U.S. Department of Education.

8.01.4 If the graduate degree is not in Educational Leadership, the applicant shall have completed in addition to the degree. a graduate level Educational Leadership program of study holding regional/national accreditation recognized by the U.S. Department of Education in addition to the degree.

8.01.5 If the applicant's graduate degree and program of study are not from a college/university holding NCATE or TEAC national accreditation as recognized by the US Department of Education then:

8.01.5.1 An applicant with at least one year of administrative experience, in the licensure area sought, shall receive an appropriate (Initial / Standard) Administrator's License.

An applicant with less than one year of administrative experience, in the licensure area sought, shall complete an Administrator Licensure Completion Plan (ALCP) of study from an approved Arkansas College/University.

8.01.6 The applicant seeking licensure as an Initial Building Level Administrator shall have a minimum of four years of teaching experience, with three years of classroom teaching experience at the level of licensure being sought.

8.01.6.1 Four (4) years of experience as a school counselor or librarian may be counted toward the total of four (4) years of classroom teaching experience for Building Level Administrator and Curriculum Program Administrator for Curriculum only.

8.01.7 The applicant seeking licensure as an Initial Curriculum Program Administrator shall have a minimum of four years of teaching experience with at least three years of teaching_experience at the level or in the area in which the applicant is seeking licensure.

8.01.8 Applicants for licensure as an Initial Curriculum Program Administrator shall also hold Arkansas licensure in the specialty area where applicable.

8.01.8.1 If the specialty area is an added endorsement area gained without a program of study, it will not serve as a platform for gaining the Curriculum Program Administrator License.

9.00 CONVERTING THE INITIAL BUILDING LEVEL ADMINISTRATOR LICENSE TO A STANDARD BUILDING LEVEL ADMINISTRATOR LICENSE

9.01 The Initial Building Level Administrator License shall be converted to a Standard Building Administrator license when:

9.01.1 A minimum of one year work experience as a Building Level Administrator is verified.

9.01.2 The applicant has completed one year of the state mentoring program for Building Level Administrators.

9.01.3 The applicant has passed and submitted a score report for the School Leaders Licensure Assessment.

9.02 If experience and/or testing and/or mentoring were completed out of state, and/or verified, they shall be waived in Arkansas.

10.00 CONVERTING THE INITIAL CURRICULUM PROGRAM ADMINISTRATOR LICENSE TO A STANDARD CURRICULUM PROGRAM ADMINISTRATOR LICENSE

10.00 The Initial Curriculum Program Administrator license shall be converted to a Standard Curriculum Program Administrator license when:

10.00.1 A minimum of one year work experience as a Curriculum Program Administrator is verified.

10.00.2 The applicant has completed one year of the state mentoring program for Curriculum Program Administrator.

10.00.3 The applicant has passed and submitted a score report for the School Leaders Licensure Assessment.

10.02 If experience and/or testing and/or mentoring were completed out of state, and/or verified, they shall be waived in Arkansas.

11.00 REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL BUILDING LEVEL OR CURRICULUM PROGRAM ADMINISTRATOR LICENSE BY RECIPROCITY

11.01 ELIGIBILITY

11.01.1 The applicant shall hold or shall have previously held a Standard teaching area of licensure in another state or country.

11.01.2 The applicant shall hold a valid Standard Building Level or Curriculum Program Administrator license or the equivalent in another state or country.

11.01.3 Applicants shall have satisfied all requirements in Section 8.01 of these Rules.

11.01.4 The applicant shall have successfully completed a specialty area assessment in Educational Leadership.

11.01.4.1 If no assessment was required out of state, but the applicant has completed three years of employment as an administrator, the Arkansas-required assessment shall be waived.

11.01.4.2 If no assessment was required out of state and the applicant has completed **less than** three years of employment as an administrator, he/she shall take and successfully complete the Arkansas-required assessment for these areas of administration.

11.01.5 When licensed as an Administrator in Arkansas, and employed as such, the administrator shall attend the Beginning Administrator Induction and Follow-up training sessions conducted as part of the State Mentoring Program for Administrators.

12.00 REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL DISTRICT LEVEL ADMINISTRATOR LICENSE BY RECIPROCITY

12.01 Applicants shall hold or shall have previously held a Standard teaching area of licensure in another state or country.

12.02 Applicants shall hold a valid Standard District Level Administrator license in another state or country.

12.03 Applicants shall hold a valid Standard Building or Curriculum Program Administrator license in another state or country, or

12.03.1 Document a minimum of five years experience as a District Level Administrator

12.04 Applicants shall have satisfied all requirements contained in Section 8.01 of these Rules.

12.04.1 The preparation for District Level Administrator shall consist of an advanced degree in Educational Leadership, or a graduate level degree with an advanced program of study in Educational Leadership.

12.05 District Administrator licensure requires the School Superintendent's Assessment. This test may be waived if:

12.05.1 The applicant successfully completed an assessment out-of-state for this area.

OR

12.05.2 The applicant has completed three years or more of employment as a District Administrator.

13.00 REQUIREMENTS FOR ADDING ADDITIONAL AREAS OF LICENSURE/ENDORSEMENT BY RECIPROCITY

13.01 Applicants shall submit a completed application requesting the addition of the area(s) of licensure or endorsement.

13.02 Applicants shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement and/or rules governing a particular licensure/endorsement area.

13.02.1 Applicants shall meet degree, program of study (coursework), Praxis Assessment and experience requirements when required for adding areas of licensure/endorsement.

13.03 Arkansas required Praxis Assessment(s) shall be waived upon providing documentation of having completed the specialty area assessment required for the out-of-state licensure area.

13.03.1 When testing was not required for the out-of-state teaching license, or the licensure area being added by reciprocity is incompatible with the equivalent Arkansas licensure/endorsement area, the applicant shall successfully complete the required Arkansas Praxis Assessment(s).

13.04 A Master's Degree in an area other than Education Leadership, shall be a Master's Degree in Education or Master's Degree in a content/added endorsement areas as identified in the areas and level of licensure as approved by the State Board of Education.

DRAFT